REPORT RESUMES

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TRAINING RESOURCES FOR YOUTH. LOUISIANA.

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THE ESTABLISHMENT OF A DEMONSTRATION CENTER TO PROVIDE AN EDUCATIONAL ENVIRONMENT FOR UNEMPLOYED OUT-OF-SCHOOL MALES (AGE 17 TO 21) IS PROPOSED. THE AIM OF THE PROJECT IS TO OFFER DISADVANTAGED YOUTH THE PERSONAL, SOCIAL, AND VOCATIONAL SKILLS NECESSARY FOR SUCCESS IN AMERICAN SOCIETY. THE CURRICULUM WILL DEVELOP MORE EFFECTIVE TECHNIQUES FOR PRODUCING POSITIVE ATTITUDE AND BEHAVIOR CHANGES IN THESE YOUTHS. EXPERIMENTS WILL BE CONDUCTED IN TESTING, COUNSELING, VOCATIONAL TRAINING, RESEARCH AND EVALUATION METHODS, JOB RECRUITMENT, AND PLACEMENT PROCEDURES, AND IN ROLES FOR PROFESSIONALS AND SUBPROFESSIONALS. FIVE HUNDRED YOUTH WILL BE ADMITTED DURING THE FIRST YEAR AND 1,000 DURING THE SECOND YEAR OF THE PROJECT FOR A STAY OF ABOUT 1 YEAR. MOST OF THE PROPOSAL CONTAINS EXTENSIVE BACKGROUND AND THEORETICAL MATERIAL AS WELL AS DESCRIPTIONS OF PROGRAM PLANS AND OF EVALUATION AND DEVELOPMENT PROJECTS. (NC)

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TRAINING RESOURCES FOR YOUTH

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of
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for

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PROPOSAL ABSTRACT

PROPOSAL ABSTRACT

Training Resources for Youth, Inc., proposes to conduct a demonstration training center for out-of-school, out-of-work male youths aged 17-21. The basic goals of the Project are twofold:

1. To provide a comprehensive educational environment in which youth from the "culture of poverty" can learn the necessary vocational, personal, and social skills which are essential for living effectively in the "culture of achievement."

2. To develop new methods and techniques for producing positive changes in the attitudes and behaviors of deprived youth. These will include new approaches to counseling, new tests, a new Life Skills Education curriculum, new approaches to vocational training, new evaluation and research methods, new recruitment and placement procedures, and new roles for professionals and subprofessionals.

The youths and as many staff as possible will be recruited from the area of Bedford-Stuyvesant and other adjacent sections of Brooklyn where there is a high incidence of poverty. The Project will offer training in six occupations: automotive-diesel service and repair, food service, vending machine service and repair, business and clerical machine service and repair, heating-refrigeration, and appliance repair and service. It will also provide an integrated program of basic and life skills education, driver training, and recreation and

physical education. An opportunity for work experience in trade-related jobs will be provided as well as counseling, medical, legal, and social work services. Trainees will be housed in YMCAs and brownstone houses in the community. Placement and follow-through services involving posttraining counseling and an alumni club will be provided to participants when training is completed.

During the first year of Project operation, 500 youths will be brought into the program. By the end of the second year, 1,000 youths will be in the Project. It is estimated that trainees will stay in the Project approximately 9-18 months. with an average duration of 1 year.

During the first year, a number of key problem areas will be selected for special study. They will include: identifying and developing curricula for new occupations, training subprofessional youth advisors, providing multi-discipline services for youth with the most serious learning problems, developing instrumented reading programs, and detailing a new life skills curriculum. Evaluation of these special projects and the overall educational program will provide continuous feedback so that informed decisions regarding program modifications can be achieved rapidly and efficiently. In addition, an intensive staff training program will be developed and instituted.

The Life Skills Education curriculum is a new approach to the problems of reeducating the disadvantaged adolescent. It is designed to effect positive attitudinal and behavioral changes in the trainee through a series of action projects wherein the student learns competence in deriving and applying knowledge to practical life situations. The areas of Life Responsibility emphasized in this curriculum are: Developing and maintaining the self, psychologically and physically; preparing for a career; managing home and family responsibilities; using leisure time productively; and participating effectively in the community.

The Project is designed to utilize to the fullest the resources of New York City and, in particular, those of Bedford-Stuyvesant. The training program provides for numerous field-trip visits to places of business, industrial shops, and social and cultural institutions. In particular, several curriculum units of Life Skills Education will provide for an intensive study of community resources. Training-related work experience for the youth while they are in the Project will acquaint them with places of employment in the city.

Occupational training will be conducted on a subcontract basis with Philco Corporation and Interstate United Corporation. Curriculum development, research studies, and all staff training will be carried out in cooperation with five universities and colleges which have expressed interest in providing student interns, professional consultation on educational problems and specialized services on a subcontract basis. A committee of industrialists will assist in overcoming problems of placement. A community advisory committee will enlist the services of local citizens to assist Project youth as they graduate from the training program.

TRAINING RESOURCES FOR YOUTH

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INTRODUCTION

CHAPTER 1

INTRODUCTION

1 - INTRODUCTION

COMMENTS ON SUBMISSION

The following proposal is submitted concurrently to three Offices of the United States Government through the appropriate channels:

¶ The U. S. Office of Economic Opportunities, in accordance with the provisions of Title II of the Economic Opportunity Act of 1964, through the New York City Council Against Poverty.

¶ The U. S. Office of Education, in accordance with both the provisions of Section 4(c) of the Vocational Education Act of 1963, through the Division of Vocational and Technical Education; and also with the provisions of Title II of the Manpower Development and Training Act of 1962, through the New York State Department of Vocational Education.

¶ The U. S. Office of Manpower Automation and Training of the U. S. Department of Labor under Titles I and II of the Manpower Development and Training Act of 1962, through the U. S. Office of Manpower Automation and Training.

The proposal is in response to interest expressed by the three Offices noted above in a program which would offer a comprehensive new approach to the educational, vocational, and social problems of youth living in the urban culture of poverty. Conferences with officials of the three agencies have indicated that joint support of the proposed comprehensive program is feasible.

The proposal was developed under the auspices of the YMCA of Greater New York. Because of the size of the TRY program, an independent membership corporation, Training Resources for Youth, Inc., will be established to receive funds and to administer the program. The Board of TRY, Inc., will be composed of persons representing the Bedford-Stuyvesant community, including the poor, and persons from the Greater New York metropolitan area who will provide links with industry, education, and the professions.

BACKGROUND OF THE TRY PROPOSAL DEVELOPMENT

The YMCA of Greater New York has provided leadership and services to help meet each of the major social problems that have developed in the city over the past 100 years. (See Capability Statement in the Appendix to this proposal.) Most recently, through its Vocational Service Center Branch, the YMCA has developed programs for: placing mature workers, counseling cardiacs, counseling and placing foreign students, counseling and training youth from welfare families, providing outreach counseling and placement services to youth in deprived communities, providing intensive 16-week training experiences for high school dropouts, and developing new training materials geared to the needs of youth with poor reading and math skills.

The last two programs named, the YMCA Youth and Work Project and the YMCA OMAT-MDT Project, served as pilot programs for the current proposal.

The YMCA Youth and Work Project, which has been in operation for 3 years, is a comprehensive program for high school dropouts which offers 16 weeks of training in auto mechanics, machine shop practices, remedial reading and math, and counseling and work experience. The Project has been studied by Youth Research, Inc. under a grant from the Ford Foundation. The YMCA OMAT-MDT Project will be completed June 30, 1965. An interim report of results is found in the Capability Statement in the Appendix.

Try Proposal Development
(April 1964 - June 1965)

Plans for the TRY proposal began early in the spring of 1964. In June a planning grant was awarded by the Board of Directors of the YMCA to the Vocational Service Center Branch for the development of a feasibility study and a preliminary plan. The financial contribution of the YMCA to the development of the TRY proposal is in excess of $50,000.

During the summer a community advisory committee was organized. In September, the Board of Directors authorized full development of the initial plan for an urban residential training program. Approval and support of the TRY proposal was given by the Board of Directors and staff of Youth-In-Action, the newly established arm of the New York City Anti-Poverty Board located in Bedford-Stuyvesant. In November the plan was reviewed by the New York City Anit-Poverty Board. In December a preliminary draft of the full proposal was submitted to the Job Corps (Title IA of the Economic Opportunity Act). Owing to policy requirements of the Job Corps (national recruitment, use of military facilities, the separation of training from placement) it was determined that the proposal should be submitted instead under Title II of the Economic Opportunity Act and through several other departments.

In January and February of 1965 the TRY proposal was again reviewed by the staff of the New York City Anti-Poverty Board. In February, with the approval of the New York City Anti-Poverty Board, the TRY proposal was reviewed by the U. S Office of Economic Opportunity and it was suggested that the TRY program might be supported jointly by the Office of Economic Opportunity, the Office of Education, and the Office of Manpower Automation and Training of the U. S. Department of Labor. In March a preliminary meeting was held with representatives of the three Federal Offices. In April a planning grant of $42,270 was approved by the New York City Anti-Poverty Board so that the TRY proposal might be completed and negotiated. In June the proposal write-up was completed and the present document was prepared for submission.

RELATIONSHIPS ESTABLISHED BY TRY

In the Bedford-Stuyvesant Area of Brooklyn

¶ A TRY Advisory Committee of 25 community leaders was established in the summer of 1964. This group has met frequently over the past year and has been deeply involved in reviewing plans and the proposal itself. It will nominate community representatives for membership on the TRY Board of Directors.

¶ The Board of Directors and the staff of Youth-In-Action, Inc., the Anti-Poverty Research and Planning Unit in Bedford-Stuyvesant, have supported the TRY program as a special training program for 500-1,000 youths, aged 17-21, per year.

¶ The Board of Directors and the staff of the Central Brooklyn Coordinating Council have reviewed and endorsed the TRY program.

¶ The Board of Directors and staff of the Urban League in Brooklyn have reviewed and endorsed the TRY program.

¶ The Bedford-Stuyvesant Block Associations have reviewed and endorsed the TRY program.

¶ The Ministers Movement of Bedford-Stuyvesant has reviewed and endorsed the TRY program.

¶ The trainees participating in the YMCA Youth and Work project have reviewed and made suggestions for the TRY program.

In New York City

¶ The preliminary plan of the TRY program has been reviewed several times by the entire staff of the New York City Anti-Poverty Board. Specifically, the Staff Director of the Anti-Poverty Operations Board staff has commented favorably on the design of the Project. (See letter in Appendix.)

¶ The Community Council of Greater New York has reviewed and endorsed the TRY program.

Education and Research

¶ An all-day conference to review the program design of the TRY proposal was held by TRY in 1964. It was attended by distinguished leaders in education, research, and program design for deprived youth. (See Capability Statement in the Appendix.)

¶ Adminstrators and professors of key departments at Teachers College-Columbia University, N. Y. U., CCNY, Brooklyn College, and Pratt Institute have reviewed the TRY program, and each institution has indicated a desire to cooperate in various phases of the Project.

¶ The Chancellor of the University of the City of New York, who is also a leader of a new consortium of universities to study urban educational problems, has reviewed the TRY program and has written a letter of support for the Project. (See Appendix.)

¶ Members of the National Committee on the Employment of Youth have reviewed and made contributions to the TRY proposal.

¶ Contact has been established at various levels with the public schools in New York City.

Industry

¶ Several major oil companies have reviewed the TRY program and have offered to cooperate in various phases of the project, including the training and placement of trainees.

¶ A large manufacturing corporation has submitted a proposal to assist in the vocational and work experience training of youth in the TRY Project.

¶ A large food service corporation has submitted a proposal to assist in the vocational training and work experience of youth in the TRY Project.

¶ Several manufacturers of business machines have reviewed the TRY program and are continuing discussions as to their possible involvement in the Project.

PROPOSAL DEVELOPMENT CONTRIBUTORS

The Training Resources for Youth proposal is the product of the efforts of many persons. Carrying primary responsibility for development and writing of the proposal were: Paul H. Sharar, Director of Proposal Development; Dr. Winthrop R. Adkins and Russell N. Service, Associate Directors of Proposal Development; Sidney Rosenberg, Assistant Director of Proposal Development; Mary Plimpton, Administrative Assistant; Oleg G. Cherny, Management Consultant; and V. M. Gutierrez, Budgetary Consultant. Certain proposal sections were developed by James D. Wynne, Edward Daniels, Elliot G. Young, Julius Sokolsky, Timothy P. Dineen, and Dr. Allen V. Williams.

Assisting in the development and review of this proposal were the members of the TRY Community Advisory Committee: Leo A. Dyce, Chairman; Rev. Henri M. Deas, Robert M. Totton, and Louis J. Warner, Vice-Chairmen; Mrs. Louis J. Warner, Secretary; and Bertram L. Baker, Dr. Aaron Brown, Dr. Vernal G. Cave, Mrs. Shirley Chisholm, Egbert A. Craig, Jr., Hon. J. Daniel Diggs, Mrs. Evelyn Dixson, Lemuel L. Foster, Hardy R. Franklin, Arthur L. Funn, Albert Gorlin, Austin W. Henry, Hon. Thomas R. Jones, Rev. William A. Jones, Rabbi Benjamin Krietman, F. Levi Lord, Rev. Benjamin Lowry, Hon. Franklin W. Mortin, Jr., Raymond Murphy, Edward J. Robeson, Charles T. Stewart, J. McLain Stewart, Edwin F. Taylor, Rev. Sandy R. Ray, Rev. Gardner C. Taylor, William C. Thompson, Mrs. Myrtle Whitmore, Hon. Oliver D. Williams, and Herbert B. Woodman.

The proposal was developed under the direction of a special committee of the Board of Directors of the YMCA of Greater New York: Bernard L. Gladieux and Herbert B. Woodman, Co-chairmen, with Robert S. Curtiss, Rev. Henri M. Deas, Rear Adm. Edwin B. Dexter (ret.), Leo A. Dyce, John Howes, Leonard Quigley, Hon. Samuel R. Pierce, Jr., Ewing W. Reilley, Constantine Sidamon-Eristoff, Nelson Sykes, Dr. John J. Theobald, Robert M. Totton, George C. Watt, and Hon. O. D. Williams. *Ex officio*: Alfred H. Howell, Gayle J. Lathrop, Robert S. Johnson, and William Howes.

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President, Bedford-Stuyvesant
Neighborhood Council

Hon. Franklin W. Morton, Jr.
TRY Community Advisory Committee
Municipal Court Judge

Mr. Raymond Murphy
TRY Community Advisory Committee
Executive, Workers Defense League
Apprentice Program

Mr. Edwin F. Taylor
TRY Community Advisory Committee
Architect

Mrs. Myrtle Whitmore
TRY Community Advisory Committee
Assistant Manager, New York City
Housing Authority

Professor Albert Thompson
Chairman, Department of Psychology
Teachers College, Columbia University

Mr. Edward Daniels
The Youth House, Inc.
Bronx, New York

Mr. Bernard Gladieux
Vice President, Booz, Allen
and Hamilton

Mr. George Watt
Price Waterhouse & Company

Mr. Ewing Reilley
Director, McKinsey and Company, Inc.

Dr. Alfred Cohen
Mobilization for Youth

Mr. Leonard Quigley
Cravath, Swaine and Moore

Mr. Herbert B. Woodman
President, Interchemical Corporation

Mr. Elliott Young
Comeback, Incorporated
New York

Miss Martha Anderson
Recreation Specialist
Peninsula YMCA, California

Mr. Seymour Lesh
National Committee on Employment
of Youth

Mr. Solon Cousins
Assistant General Secretary, Personnel
YMCA-Chicago

Dr. Lassar Gotkin
Institute for Developmental Studies
Department of Psychiatry
New York Medical College

Consultants

Pilot Project - Youth and Work

Professor Robert Worthington
Chairman, Industrial Arts Department
Trenton State College

Mr. Lon Murray
Director of Vocational Training
New Jersey School for the Blind

Mr. Benard Karr
National Committee on
Employment of Youth

Dr. Loren Resnick
Basic Systems, Inc.

Dr. Donald Cook
Basic Systems, Inc.

Dr. Stewart Margolis
Basic Systems, Inc.

Mr. Howard Dusold
United Neighborhood Houses

Mr. Dennis Dewrance
Assistant Director
YMCA Youth and Work Project

Professor Richard Korn
Department of Sociology
City College of New York

Mr. Lemuel Tucker
School Psychologist
Nassau County Schools

Mr. Arthur Stein
YMCA Youth and Work Project

Mr. James D. Wynne
YMCA Youth and Work Project

Daniel Casriel, M. D.
Consultant, Probation Department of
Kings County, New York State

Youth Advisory Committee

Mr. Ruben Brown

Mr. Sammy Brown

Mr. Steven Collins

Mr. Russell Fisher

Mr. Isidro Garcia

Mr. Stanley Gibson

Mr. Robert Grant

Mr. David Gray

Mr. Jerome Hampton

Mr. Rowland Jex

Mr. Jesse Long

Mr. Vollie Fortune

Selected Graduates of the Youth and Work Project

Mr. Johnny McClarin

Mr. Walter McEachin

Mr. Frank Mojica

Mr. Hugo Muniz

Mr. Gerald Peguese

Mr. James Randolph

Mr. Charles Reeves

Mr. Sheridan Simmond

Mr. William Townsel

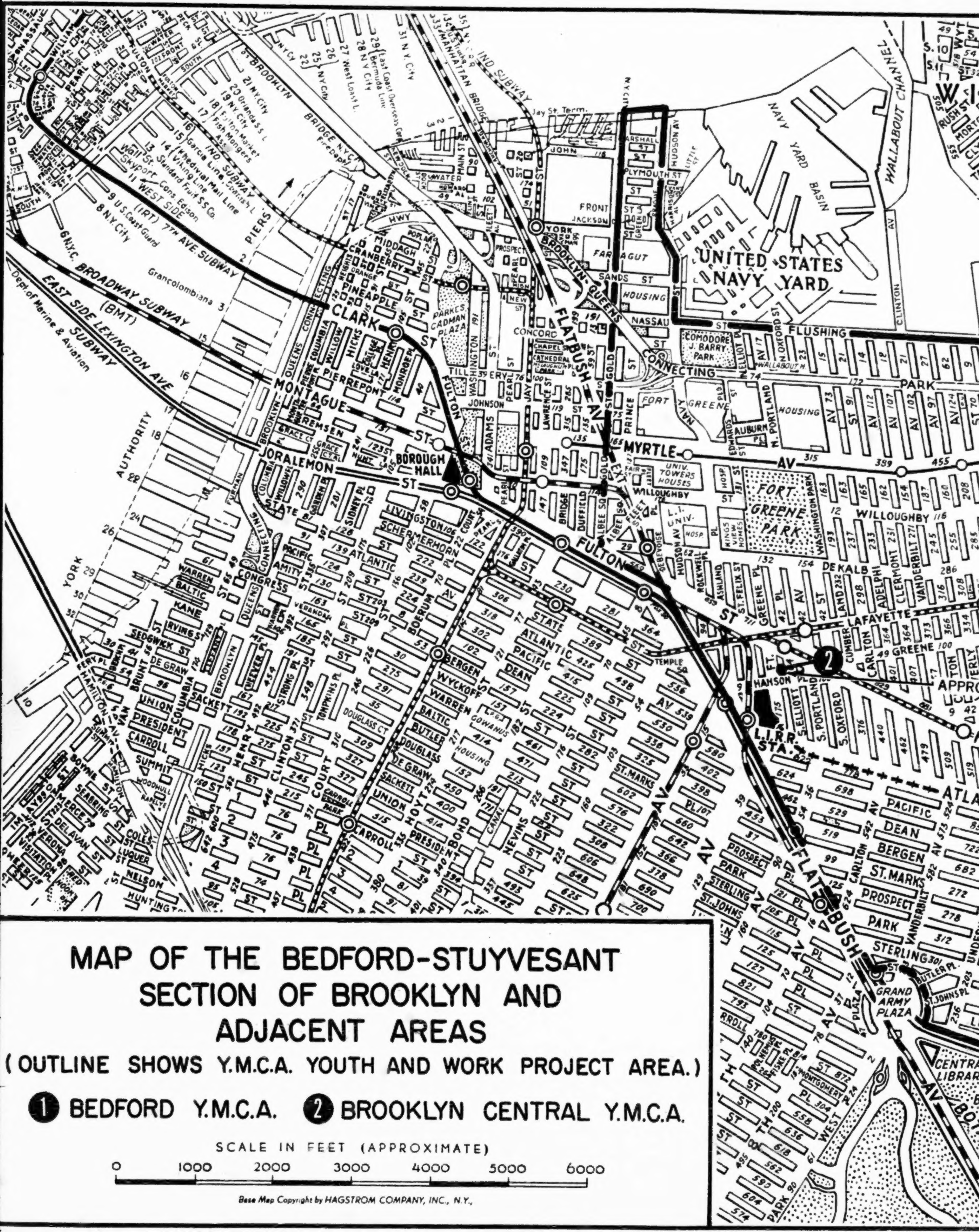
Mr. Efraim Vargos

Mr. Robert Watson

Mr. Paul Young

CHAPTER 2

THE COMMUNITY OF BEDFORD-STUYVESANT AND THE PROBLEM OF POVERTY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FORT GREENE PARK
COMODORE J. BARRY PARK
PARKS CADMAN PLAZA
FLATBUSH AV
BROOKLYN-QUEENS CONNECTING HWY
ATLANTIC AV
PACIFIC
DEAN
BERGEN
ST. MARKS
PROSPECT
STERLING
ST. JOHNS
GOWANUS CANAL
L.I.R.R. STA.
HANSON PL
GRAND ARMY PLAZA
CENTRAL LIBRARY
APPROACH

MAP OF THE BEDFORD-STUYVESANT SECTION OF BROOKLYN AND ADJACENT AREAS

(OUTLINE SHOWS Y.M.C.A. YOUTH AND WORK PROJECT AREA.)

❶ BEDFORD Y.M.C.A. ❷ BROOKLYN CENTRAL Y.M.C.A.

SCALE IN FEET (APPROXIMATE)

0 1000 2000 3000 4000 5000 6000

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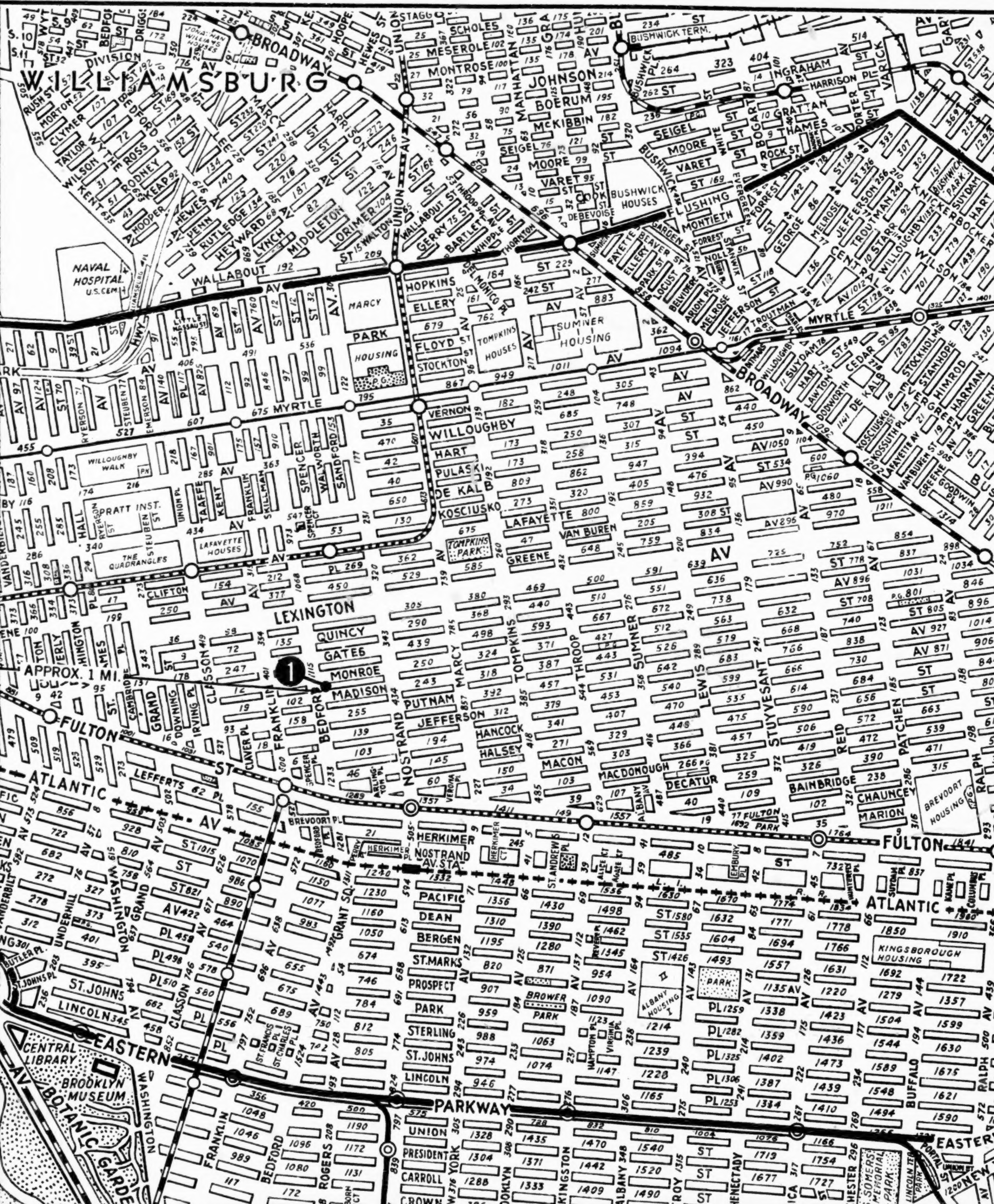
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KEAP
HOOPER
HEWES
PENN
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LORIMER
WALTON
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MESEROLE
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JOHNSON
BOERUM
McKIBBIN
SEIGEL
MOORE
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BUSHWICK PL
INGRAHAM
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JEFFERSON
TROUTMAN
FORREST ST
GEORGE
KNICKERBOCKER
STARR
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HART
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U.S. CEM.
WALLABOUT
AV
HWY
NASSAU ST
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HOPKINS
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DELMONICO
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VERNON
WILLOUGHBY
HART
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GATES
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FRANKLIN
BEDFORD
YORK
BROOKLYN
KINGSTON
ALBANY
TROY
SCHENECTADY
UTICA
ROCHESTER
BUFFALO
SOMERS MEMORIAL PARK
LINCOLN TER PARK
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NEW
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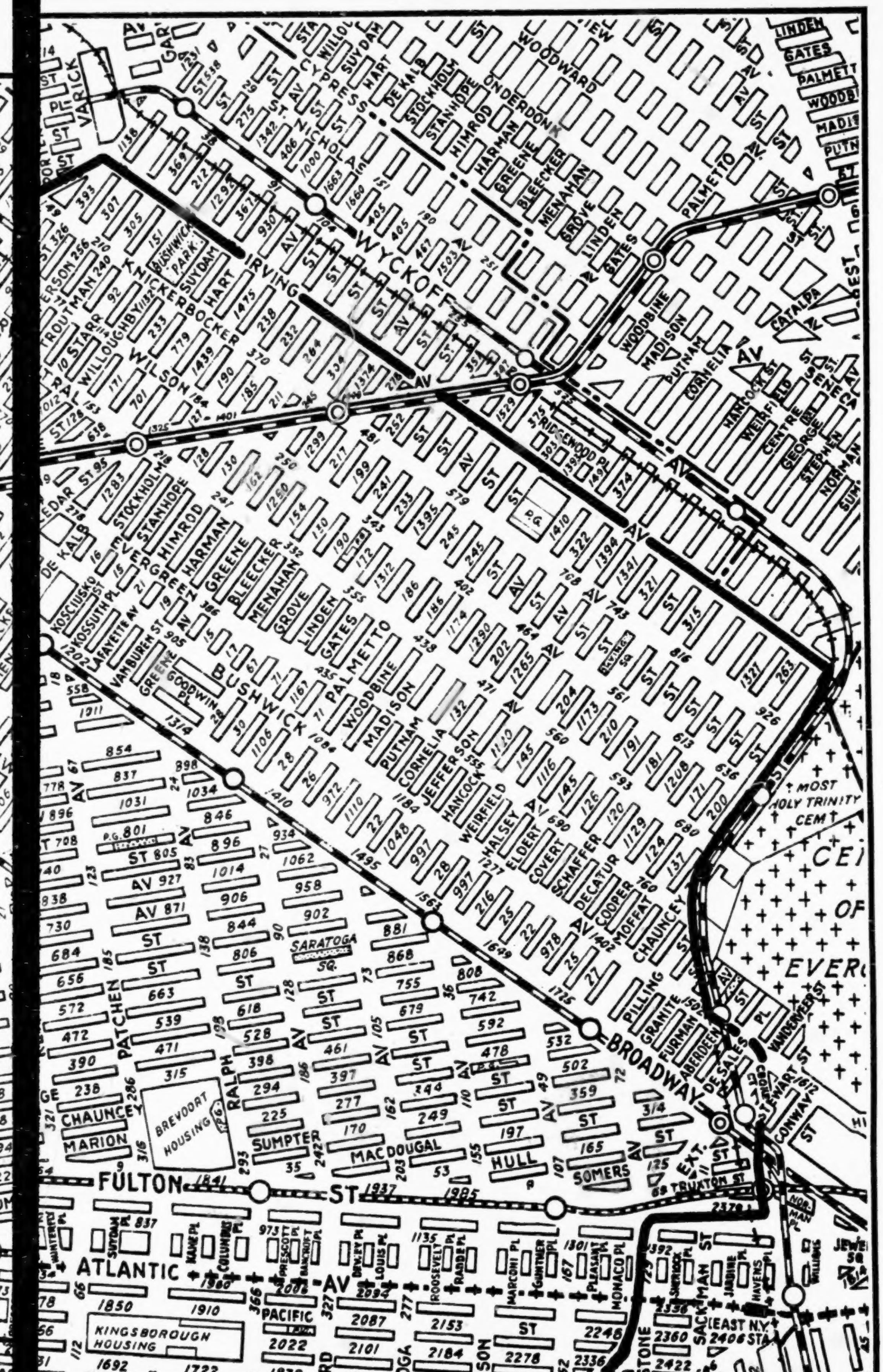
COLUMBUS PL
KANE PL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RIDGEWOOD PL
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FURMAN AV
ABERDEEN ST
DE SALES PL
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CONWAY ST
TRUXTON ST
EASTERN PKWY EXT.
EAST N.Y. STA
BREVOORT HOUSING
KINGSBOROUGH HOUSING
HOWARD HOUSING
SARATOGA SQ.
S. SOMERS MEMORIAL PARK
LINCOLN TER PARK
ZION PARK
GLENMORE PLAY
BROWNSVILLE
MOST HOLY TRINITY CEM
CEM OF EVERG
LINDEN
GATES
PALMETTO
WOODBINE
MADISON
PUTNAM
CATALPA AV
SENECA AV
CENTRE ST
GEORGE ST
STEPHEN ST
NORMAN ST
VARICK AV
TROUTMAN ST
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WILLOUGHBY AV
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P.G.

2 - THE COMMUNITY OF BEDFORD-STUYVESANT AND THE PROBLEMS OF POVERTY

INTRODUCTION

The problems of poverty in the Brooklyn community of Bedford-Stuyvesant are similar in kind to those of other depressed areas in New York City, but it is the severity of the problems that distinguishes the area. Michael Harrington (*The Other America*), discussing Harlem, says, "it [Harlem] is not the most depressed, even in the New York area. That honor belongs to Bedford-Stuyvesant." Bedford-Stuyvesant in general appears depressed, gray and bleak. It is a sprawling, loosely defined area stretching across the heart of Brooklyn, from the Navy Yard south to Prospect Park and east to Evergreen Cemetery (see attached map). It is a geographical area larger than Harlem.

Symptoms of Community Illness: A Summary

In the period following World War II, the Bedford-Stuyvesant community has passed through a period of rapid transition resulting in an entirely new community, characterized by serious social problems demanding immediate attention.

1. The 1960 census showed that Bedford-Stuyvesant had the fifth highest density of the 22 communities in Brooklyn, with a population of 262,838 people - larger than most cities in the nation. The population today is even greater.

2. In 1940, 25 percent of the population of Bedford-Stuyvesant was Negro; in 1950, 51 percent. Today, 75 percent of the population is Negro and 10 percent Puerto Rican, a large percentage of whom are from rural and large equally deprived urban centers of the South, or from New York's Harlem community. Here are concentrated a large number of multi-problem families for whom few adequate services have been provided.

3. Over the years, housing has deteriorated rapidly as a large number of home owners have been replaced by absentee landlords. Certain unscrupulous real estate speculators have taken advantage of the increased demand for housing. Overcrowding and limited resources for enforcement of building codes have magnified the problem.

4. Schools, unable to deal effectively with the rapid social change and the population influx (especially in terms of changing their administrative attitudes, course contents, teaching methods and tools to compensate for pupil inadequacies) have seen their holding power over students weaken as the youth found themselves unable to maintain established standards or, after graduation, to meet competition and find employment.

5. Bedford-Stuyvesant manifests a variety of other social pathologies. By comparison with other sections of New York City, according to recent statistics, it has:

- The highest juvenile delinquency rate in the city and the largest number of fighting street gangs

- The second highest venereal disease rate in New York City
- One of the highest percentages for Aid to Dependent Children
- A very high rate of adult and youth unemployment
- The highest rate of school drop-outs
- One of the lowest median incomes in the city, with 17 percent of the population on welfare as of April 1964

THE CONDITIONS OF POVERTY

Family Income

New York City is composed of 8 million people, not all of whom are as prosperous as the city's median employment and family income figures suggest. Much of the nation's poverty is concentrated in the large urban areas which have been vacated not only by industry, but by the middle classes as well. A recent document published by the Community Council of Greater New York states that 317, 000 families in the city live below the official poverty guidelines of an annual income of $3, 000 per family. Bedford-Stuyvesant, with a median family income of $4, 490, is considerably below the city average of $6, 100. Over a quarter of all families in the area live below the established $3, 000 mark - the figure set by the government as a nationwide yardstick to determine poverty. With higher costs in the urban areas, a more reasonable estimate of a modest but adequate budget for a family of 3 within the city is $4, 390, only $100 less than the median of Bedford-Stuyvesant. On the basis of this figure, close to 50 percent of all Bedford-Stuyvesant families must be regarded as poverty- stricken.

Unemployment

In New York City, in spite of a general rise in prosperity, there continues to be a serious unemployment problem. Herbert Beinstock, regional director for the U. S. Bureau of Labor Statistics, recently said:

> "Aside from the unusual gain in construction jobs, the new increase in jobs in New York City during the five-year period (1958-1963) is accounted for by the gain in the government sector, *with no net increase whatsoever in the private sector.*" (*New York Times,* December 17, 1964)

Employment opportunities in New York in the private sector, set against a national gain, are in decline. The same report shows a decline in city factory jobs by 76, 000 over the same five-year period. This drop can be accounted for partially by the loss of factories to other cities, partially by an increase in automation, and partially by lack of workers with appropriate training.

The job needs among Negroes are even more acute. In both 1950 and 1964, the national unemployment rate for whites was 4. 6 percent, but the rate for Negroes rose from 8. 5 percent to 9. 8 percent. Bedford-Stuyvesant had an unemployment figure of 7. 5 percent in 1960 as compared with the city average of 5.0 percent. These are adult rates; those for teenagers indicate an even higher rate of unemployment.

For March 1965, the unemployment figure for teenagers was 14.4 percent, almost triple that of the national figure. But it is the Negro teenager who is at the bottom of the list. The U.S. Labor Department report for March shows figures for Negro youth "of such magnitude - 23 percent for boys and 31 percent for girls - as to be a national disgrace." (*New York Times*, March 5, 1965) The youth unemployment rate of Bedford-Stuyvesant conforms to these national figures. Estimates for the rate among youths between the ages of 14 and 20 vary between 17 percent and 30 percent. Among certain ill-prepared groups, such as high school drop-outs, these figures are probably much higher.

All estimates of the numbers of unemployed youth exclude those not actively seeking work; they are not considered part of the work force unless they have applied for placement assistance. The Report of the Mayor's Committee on Youth and Work of the New York City Youth Board estimates this group of "unaccounted for, unemployed" youth (ages 16-24) at about 28,600 on a city-wide basis. While all these figures indicated a *current* *severe* job problem among teenagers in general and among non-white youth specifically, the *future* prospects are no brighter.

Youth Population

The 1960 census indicated that Bedford-Stuyvesant had a youth population of 23,000 between the ages of 15 and 19. This number has probably increased to 27,000 by 1965, for there were that many youth aged 10-14 in 1960. There are indications that there is a greater population explosion yet to come. It is estimated that half the youth in this age bracket are both out of school and out of work, and an evaluation of job prospects shows a bleak employment future for them. The only jobs that out-of-school youths are qualified to take are unskilled or semi-skilled, and by all indications these will continue to decrease as the number of young people arriving in the job market increases.

Job Trends

A projection of employment trends for 1960-70 in New York City shows an expected 19 percent decline of laborers and 8 percent of operatives. Managers and proprietors, service, clerical, craftsmen, and foremen occupations are all expected to rise about 5 percent. The greatest demand will be in professional and technical jobs where an increased demand of 20 percent is foreseen.

The 1960 Census figures, coupled with the above projections, show that a large portion of Negro workers will have future employment difficulties. The majority of Negro wage earners fall into four menial and unskilled categories - operatives, domestics, service and laborer. The five occupational areas employing the majority of the workers are clerical (14 percent), operatives and kindred workers (31 percent), private households (7.5 percent), service occupations (13 percent) and laborers (6.5 percent). Of these, only the clerical and service occupations will have some projected increase in opportunity. Youth who lack skilled training or continue in the traditional occupational patterns of minority groups will find it increasingly difficult to obtain work and will have no other recourse but to seek welfare assistance.

Welfare Cost

The great increase of welfare cases is an indicator of the degree (and public expense) of poverty. Those who now receive some form of public assistance total 505, 131 - or 6. 2 percent of the city's population. The number of cases grows by 5, 000 per month. In the fall of 1964, Mayor Wagner again had to ask the Federal Government for aid, saying that the city can no longer afford the welfare bill it now pays (The New York Times, November 11, 1964). Next year's budget (1965-66) alone must rise by $90 million to pay for current and anticipated expenses. As of March 1965 there was a deficit of $48. 3 million caused by an unforeseen rise in costs. The welfare expenses for 1964 total $279 million. Last fall, Governor Rockefeller indicated surprise at the magnitude of welfare cases at a time of unexcelled national prosperity (The New York Times, December 17, 1964).

As of April 1964, 17 percent of Bedford-Stuyvesant residents were on welfare. For this same month, only 13. 1 percent of Central Harlem was on welfare. Bedford-Stuyvesant's welfare population composed 11. 1 percent of the city's total. This large figure supports Harrington's label of "most depressed" for Bedford-Stuyvesant. At best, a continued handout of money for a mounting demand can be but a stop-gap operation. It will not alleviate the basic causes of poverty or halt its spread.

Education

The large accumulation of young people who have been cast off by the educational system and find themselves with no job prospects composes the "social dynamite" of which Dr. James B. Conant warned in his White House Conference speech in 1961. With the narrowing of job prospects, as described above, for any young man to drop out from school is equivalent to committing "economic suicide." Unless such young people obtain jobs or are given training to aid them in obtaining jobs demanding more skills, the public will pay for their support and their misconduct.

The high rate of school drop-out in Bedford-Stuyvesant, as well as in the entire city, indicates that the public school system is presently not meeting the needs of these youth. Bedford-Stuyvesant is served by 34 elementary schools and 15 junior high schools, not all of which are in the geographical area. Out of the 13 senior high schools attended by over 90 percent of the Bedford-Stuyvesant students, only two are located in the area, and one of these is highly selective and admits few local residents. For the total population of the neighborhood, the median school year completed is 8.9, compared with 10.1 years for New York City. Less than 1 percent of the population is presently attending college.

Housing

A number of social conditions have ranked the Bedford-Stuyvesant area among the highest in need of all the 74 New York City neighborhoods on the city's socio-economic index; by comparison, Harlem and the Lower East Side are ranked 13th and 10th respectively.

There are a few bright spots of housing in Bedford-Stuyvesant, including scattered districts of well-kept homes, a number of low-rent housing projects, and two middle-income developments. In spite of this, Bedford-Stuyvesant continues to have a higher proportion (91 percent) of structures built before 1939 than do Harlem or all of New York City, and the age of these buildings is directly representative of their quality. Thirty percent of the buildings in the area are categorized as deteriorating or dilapidated. Of the housing units in Bedford-Stuyvesant, 22.5 percent are rated as overcrowded, almost twice the proportion of such units in New York City as a whole. Only in home ownership does Bedford-Stuyvesant differ significantly from other depressed areas. Fifteen percent of all structures in the area are occupied by their owners, as contrasted with only 2 percent in Harlem.

Delinquency

The influences of this environment are seen in the young people of the community. Their educational motivation and achievements are considerably lower than those of youth from other neighborhoods. The high incidence of juvenile delinquency in Bedford-Stuyvesant reflects an increase in restlessness and hostility among these youth. In 1963, the juvenile delinquency rate was 128.9 per thousand, a figure higher than Harlem's (116.8) and twice that of the city. Sixteen percent of all narcotics arrests in 1963 took place in Bedford-Stuyvesant. Alcoholism among teenagers seems to be a more serious problem than addiction in the Bedford-Stuyvesant area.

The FBI report on the riots in Bedford-Stuyvesant during the summer of 1964 adds a vital footnote to the above facts. After investigation, it was concluded that the majority of participants in these riots were teenagers, most of whom were unemployed high school drop-outs with nothing better to do. As happened in other parts of the nation, a spontaneous outburst of physical violence in response to a growing frustration with social conditions was directed against the established forms of authority which seem to contain the Negro in the present urban environment. Mayor Wagner agreed that the riots reflected the "unspeakable indignity" under which the city's poor live (The New York Times, September 28, 1964). But one should not simply stress the conditions protested, ignoring the specific and identifiable group that participated in these demonstrations. Such volatile behavior is a dangerous trend, and it would seem that in any depressed area of the city, it is the unemployed teenager that is the most disaffiliated from society's aims and the most devoid of skills and hope.

THE EMERGENCE OF COMMUNITY RESOURCES

Ironically, with the rapid shifts in population in the past two decades, which increased the severity of community problems, the number of organizations and services providing leadership and community cohesiveness declined. During the period from 1940-1965, the white middle-class residents of Bedford-Stuyvesant moved to Long Island suburbs and surrounding areas. The effect of this emigration was a loss to the community of forces which had formerly supported community cohesiveness and played a part in ensuring that a high quality of community services (schools, law enforcement, sanitation, property maintenance, and health and welfare services) was maintained.

However, some agencies such as the YMCA remained to work with the newly emerging community groups. Like most middle-class institutions in this area, the YMCA experienced difficulty at first in perceiving and adjusting to the social changes. It strived to maintain the image of the past even as the economic and social face of the community changed from white-middle-class in the 1940s to predominately Negro-poor in the 1960s. Despite the problems, the YMCA continued to serve the critical needs of the new population. By 1959, the Bedford-YMCA began replacing its board and professional staff with leadership more closely identified with the new racial constituency, more conversant with its needs and aspirations, and more able to communicate and rally neighborhood support. At the same time, it strove to maintain an integrated board, membership, and staff. By involving articulate local citizens as staff and board members, the Bedford YMCA was able to begin the task of helping people, in this most difficult of neighborhoods, to help themselves.

Community Organization

The major efforts during the 1950s were directed toward the organization of new community institutions. The YMCA played a major role in helping to set up or expand the following organizations, all of which have had and most of which still have their offices in the YMCA:

¶ The Central Brooklyn Coordinating Council

¶ The Bedford-Stuyvesant Neighborhood Council

¶ Youth In Action, Inc.

¶ The Business and Professional Men's Organization

¶ Church Community Services

¶ Youth Employment Service.

Each of these organizations, as well as the community centers, churches, and other organizations in the area, is concerned with overcoming the major problems of Bedford-Stuyvesant.

The YMCA itself changed its programs to be more relevant to the needs of the people of the community. The Bedford YMCA Trade School continued to offer trade training to working fathers during evening hours. The youth division intensified its recreational, educational, and summer camp programs for children and, most significantly, with the assistance of the Vocational Service Center branch, the professional counseling agency of the YMCA of Greater New York, it established 3 years ago a Youth and Work training program for high school drop-outs. Also established was the Bedford Counseling Unit, which offered vocational counseling to in-school and out-of-school youth. Many of the ideas which are currently receiving considerable attention in the War on Poverty were tested out in the Youth and Work Project several years before the passage of the Economic Opportunity Act of 1964.

As a result of these activities, relationships were developed with many service agencies such as schools, the courts, the police, probation authorities, health centers, churches, and community organizations. This provided yet another avenue for the exchange of ideas about community problems.

COORDINATION OF RESOURCES

The primary coordinating organization in Bedford-Stuyvesant is the Central Brooklyn Coordinating Council, made up of more than 70 community groups. Out of the thinking and planning of this group came Youth in Action, Inc., which is responsible for developing a comprehensive youth services program for Bedford-Stuyvesant.

Currently, there are a number of organizations which are initiating plans and programs for community development and with whom the YMCA has had a close and continuing relationship. Among the most active of these groups are:

- ¶ The Bedford Health Center
- ¶ The Brooklyn Public Library
- ¶ The Bedford-Stuyvesant Real Estate Board
- ¶ The Bedford-Stuyvesant Youth-In-Action
- ¶ The Central Brooklyn Coordinating Council
- ¶ The Bedford-Stuyvesant Neighborhood Council
- ¶ The New York State Youth Employment Service
- ¶ The Church Community Service Department
- ¶ The John F. Kennedy JOIN Center

- ¶ The Brooklyn Urban League
- ¶ The Brooklyn Branch of the NAACP
- ¶ The Bedford-YMCA Luncheon Club.

In the design of the TRY Project, efforts have been made to exchange information with these and other community organizations in order to assure coordinated services and minimal duplication.

WHAT NEEDS TO BE DONE

The opening paragraphs of this chapter indicated the scope of the critical economic, educational, and social aspects of poverty in Bedford-Stuyvesant. Perhaps the most crucial need is to work out organizational structures which actively and democratically involve the poor in decision making and which develop short- and long-range plans and programs for the area. This is the task that many of the organizations listed above are currently undertaking. Some of the most immediate community needs are: large-scale rehabilitation of housing, the development of local industry and job opportunities, the improvement of schools and their programs, new programs for pre-school children, programs for unwed mothers, training programs for out-of-school and out-of-work adolescent youth, family counseling, health and legal services, programs for upgrading and re-training technologically unemployed adult workers, child care clinics, increased mental health services, community action programs, increased recreational and cultural facilities, and many others.

THE YMCA YOUTH AND WORK EXPERIENCE

Of necessity, many organizations must play a role in developing comprehensive programs across the broad spectrum of community needs. Because of its historical traditions of service to youth and, in particular, its experience in running a Youth and Work training program during the past 3 years in the Bedford-Stuyvesant area, the YMCA has chosen to focus its efforts upon the problem of training out-of-school, out-of-work adolescent youth aged 17-21. The Training Resources for Youth Project reflects in its design a firsthand knowledge of the conditions of poverty as well as of the educational and technical problems involved in training disadvantaged youth.

For the past 3 years, the YMCA has operated a Youth and Work training project, offering a comprehensive program including vocational training in auto mechanics and machine shop practices, basic education, counseling, work experience, and placement. Although limited in size, the Youth and Work Project has achieved notable successes. The Youth and Work report (see appendix) indicates a continuing rate of improvement in retaining youth within the project, and in placing graduates in employment. Throughout the eight cycles during which Youth and Work has been in operation, several innovations have been introduced. These include:

¶ The development of programmed instructional booklets for the teaching of Auto Mechanics, Machine-Shop Practices, Reading and Math

¶ The use of counselors as teachers of basic educational skills

¶ The use of group-dynamics techniques in staff training

¶ The establishment of a weekly "Alumni Club" for graduates of previous cycles, for counseling and social activities

¶ The establishment of a Trainee Advisory Group to advise on disciplinary matters and program changes

¶ The employment of skilled workers, with little previous teaching experience, as vocational instructors

¶ The use of indigenous "Youth Advisors" as assistants in teaching, counseling, and job development, in cooperation with the National Committee on the Employment of Youth.

Each of these accomplishments contributed significantly to the success of the Youth and Work Project and, more important, has stimulated the thinking about a variety of program units which have been incorporated in the TRY proposal.

Throughout the 3-year experience in the Youth and Work Project, some lessons were learned about the problems of educating the disadvantaged adolescent:

1. In order to be successful, training programs must be comprehensive and offer a variety of integrated services to meet social and psychological as well as vocational needs.

2. To remedy the multiple problems presented by disadvantaged youth, a longer training period and a wider variety of services than were available in the the YMCA Youth and Work Project are needed.

3. There needs to be a concerted effort to develop new services, materials, and techniques to assist with the psychological and educational problems of these youth. Present counseling and teaching methods, recruitment and placement techniques, curricula and teaching materials, and the means to evaluate them are inadequate for the task.

THE NEED FOR THEORY

In order to accomplish its objectives, a training program such as the TRY Project must be based upon a plan for effecting change which systematically integrates educational-social theory and practice with a thorough knowledge of the life problems and life styles of disadvantaged adolescents. Previous educational schemes have not succeeded in this attempt because of a lack of sufficient resources, or failure to appreciate the specific nature of the learning problems of the culturally deprived. Because of the important influence that theory, whether implicit or explicit, has upon the development and implementation of training programs, there has been an attempt to describe in detail, in the chapter which follows, the theoretical model of behavioral change upon which the Training Resources for Youth program is based.

NOTE

Statistics in Chapter 2 were taken from the following sources.

1. Brooklyn Communities, Population Characteristics and Neighborhood Social Resources, volume I. The Community Council of Greater New York, 1959.

2. Jobs in the New York and Northeastern New Jersey Area. United States Department of Labor, Bureau of Labor Statistics (Regional Office), December 1964.

3. Poverty in New York City. The Community Council of Greater New York, 1964

Also various reports from:

Bureau of Community Statistical Series

The Community Council of Greater New York

New York City Youth Board, Department of Research Reports

CHAPTER 3

A MODEL FOR CHANGE

3 - A MODEL FOR CHANGE

INTRODUCTION

In the previous chapter, an attempt was made to describe the essential conditions of poverty in Bedford-Stuyvesant and the emerging forces for the rebirth of the community. The passage of the Economic Opportunity Act of 1964 and other legislation indicates a national awareness that immediate action is demanded, if equality of opportunity in a prosperous society is to be achieved.

Large-scale expenditure of money and the passionate concern of men of good will will not themselves accomplish the objectives of the legislation. Of paramount importance is the plan to involve the poor in solving their own problems, and to open opportunities for them for education, training, work, and dignity in living. Certainly, an important step is the definition and specification of such program goals and objectives. However, unless these goals and objectives are translated into a series of rationally conceived, detailed and orderly program procedures, little will be accomplished.

A BASIC APPROACH TO CURRENT NEEDS

There is at present a serious gap between the national desire to produce human change on a massive scale and the necessary educational, technological, and manpower resources to meet this objective. More than money is needed; a change in viewpoint is required. Given the previous situation in which very limited resources were provided to deal with human needs, and given the relative infancy of the social science professions in general, the basic approach has been to help people "adjust" to their environment. When this failed, as it often did, the usual recourse was custodial care (mental hospitals, prisons, reform schools).

Even before the passage of the recent legislation, however, many social scientists (social psychologists, sociologists, anthropologists, etc.) were pointing out and documenting that it is not sufficient merely to treat the victims of social neglect. What is required is to understand and treat the larger social conditions which produce them. The bulk of applied social science theory and research has until recently been directed toward providing a framework for the relatively restricted activities of the social science practitioner. The general failure of piecemeal approaches, reflected in growing prison, mental hospital, and welfare populations, has brought about a feeling of pessimism among the professions regarding possibilities for change. This pessimistic feeling in turn has been reinforced by pathology-oriented theories which concentrate on illness almost to the exclusion of health.

The ordinary American citizen, who rather regularly has experienced significant changes in his own life (the schools, the military services, college, marriage, his vocation, etc.) does not usually share this view. Pragmatic in his philosophy, utilitarian in evolving his own system of values and morals, the American is more likely to focus upon personal strengths, rather than weaknesses - upon the present and future, rather than the past. The time has come when this traditional American pragmatic approach to problem solving, which has been applied so successfully in a variety of other areas of national concern, should now be applied with maximum effort to the problems of the disadvantaged American.

THE NECESSITY FOR A THEORETICAL MODEL

Since the average American is fundamentally optimistic and pragmatic, he tends to be rather suspicious of the "theoretical" and the "academic." This suspicion of theory is based upon an assumption that abstractions tend to be impractical and vague. Nevertheless, all institutions in our society (public school educational systems, military organizations, prison systems, welfare systems, large-scale industrial organizations, fraternal organizations, civil service, etc.) are based upon various models of organizational and personal behavior. In many instances, however, the underlying set of assumptions about human behavior have not been made explicit. The problem, therefore, is not one that pits the theoretical approach against an approach free from all theory. It is to make the implicit, often vaguely defined, and uncoordinated assumptions that underlie an organizational structure into an explicit statement which spells out the assumptions regarding individual and organizational behavior and the way in which these assumptions relate to the goals and purposes of the organization. The planning and prediction of orderly change, if it is to be effective and capable of modification, must be based on explicit principles and reliable knowledge of human behavior.

The development and testing of new techniques for changing human behavior, in particular, must be based upon an explicit model. For purposes of this discussion, the model for changing human behavior is considered to include three basic elements: knowledge of the characteristics of the individuals to be changed, theories of human behavior, and a set of organizational structures and procedures.

An explicitly stated theory of human behavior provides a rationale which clarifies the ways in which individuals and institutions will interact, so that the organizational goals can reasonably be expected to be accomplished. Thus, theory serves as a mediator between knowledge and practice. In the case of programs for training the disadvantaged adolescent, a theory based upon sound behavioral principles must integrate knowledge about the psychology of the deprived adolescent with a set of procedures and practices designed to change him in positive ways.

In the following sections of this chapter, an analysis is made of existing psychotherapeutic social welfare, institutional, and educational models for changing behavior. This chapter also attempts to describe the characteristics of the disadvantaged adolescent, to specify the set of behavioral principles and processes, and to outline the organizational procedures which flow from them.

PREVAILING APPROACHES TO BEHAVIORAL CHANGE

There are a number of approaches to changing human behavior. Four of the most important are: psychotherapeutic approaches, institutional approaches, social welfare approaches, and educational approaches. Psychotherapeutic systems grew out of an attempt to provide treatment for the mentally ill and to discover principles for explaining human behavior. Institutional systems, as represented by prisons, mental hospitals, and reform schools, grew out of a need to protect society by removing from it those individuals who, for a variety of reasons, constituted a potential threat to good social order. Social welfare systems emerged out of the American philanthropic tradition in response to a growing need which could no longer be met by private efforts alone. The American educational system grew out of the conviction that the smooth functioning of a democratic society required an educated citizenry. The TRY model draws on all of these.

Until recently, these approaches were not related in practice. Today there is a growing awareness that sound mental health, the protection of society, and the education and welfare of all citizens, are intimately interrelated. Yet, in spite of this awareness, there still exists considerable separation between each of these approaches represented by different professional allegiances and different bodies of knowledge and theory. Although in each of the fields it is beginning to be recognized that human behavior is highly complex and cannot be dealt with in a piecemeal form, there have been few attempts to integrate the varying points of view. Although each of these approaches by itself is inadequate to deal with the problems of the underprivileged and disadvantaged, a mere composite of these theories and techniques is not enough. A new synthesis is needed.

PSYCHOTHERAPEUTIC SYSTEMS

The pervasive influence of Freudian psychology, with its emphasis on the past, on pathology; its lack of full appreciation of the influence of the social system upon the individual; its limited concept of personality development; and its essentially pessimistic view of man's capacity for positive change (without long-term treatment), has profoundly distorted the view of man held by a wide range of social and behavioral scientists. Contributing to this pessimism is the "medical model" shared by many social practitioners, which by its emphasis on doing things *to* and *for* people, rather than *with* people, reinforces the impotence and dependency of the persons served. The mere diagnosis and treatment of problems at the hands of an "expert," with initiative and decision making resting largely with the expert, reinforces the individual's dependency, submission and abrogation of personal responsibility.

The counseling approach, as represented by the Rogerian School, attempted to redress this imbalance by focusing upon the innate capacity for growth in normal individuals. Yet "non-directive" techniques encouraged a belief that the care and concern of the practitioner (i.e., his love) are more important than active interpretation, confrontation, and cognitive restructuring of an individual's problems.

For the disadvantaged adolescent, neither the Freudian emphasis on pathology and on techniques which foster dependency, nor the Rogerian counselor's theoretical reluctance to provide active guidance for those who have no other resources, offers hope for effecting positive behavioral change. These two major psychotherapeutic approaches have focused primarily upon the *internal psychological* processes of an individual and have *not* dealt sufficiently with many of the external societal forces which play a vital role in determining behavior.

The most recent attempts of neo-Freudians (Horney, 1939, Fromm, 1941, Sullivan, 1965) to broaden awareness of the fact that behavior is socially conditioned, together with the emphasis of the vocational counseling movement on objective problems, such as selecting an occupation, have had a positive effect on the way in which problems are perceived. Nevertheless, therapists and counselors have confined their activities to the counseling room, and have continued to focus primarily on internal psychological processes. Because of an emphasis on verbal communication as a means for effecting behavioral change, psychotherapeutic approaches have in general been relatively ineffective with disadvantaged, non-verbal, multi-problem youth.

CORRECTIVE INSTITUTIONAL SYSTEMS

While psychotherapists have tended to over-emphasize the psychological (internal) dimension, institutional systems have, by their practice and implicit theory, tended to place their faith in the external control of the individual. Prisons are designed primarily to protect society, and only secondarily to rehabilitate the offender. Until recently, much the same could be said for the mental institution and the reform school. A "custodial mentality," resulting from insufficient funds and public concern, made it difficult for underpaid and overworked staffs to develop innovative approaches for overcoming the severe psychological problems of many of the inmates. Beyond this, the environment itself in its fundamental design tends to foster an institutional dependency. Since the majority of persons in these various institutions come from the lower socio-economic strata of society, the failure to reach and change their behavior and their inadequate life style tends to increase the public's pessimism about whether the disadvantaged can, in fact, become self-supporting, productive members of society.

SOCIAL WELFARE APPROACHES

Rapid industrial growth during the last half of the 19th century resulted in a massive urbanization of American society. This transformation brought with it the social ills of poor housing, family disorganization, and the exploitation of the poor. In response to these social ills there was a proliferation of private social welfare enterprises led by religious groups and individual philanthropic interests. These efforts, albeit considered "charity," constituted a reaffirmation of a fundamental constitutional principle: Society is responsible for the rights and welfare of all its citizens.

The major contributions of this approach were to fill the void until public programs were developed; to provide much of the theory and practice upon which later programs were built; to work in the actual community with the poor, as a highly visible sign of the concern of the larger society; and to champion the position that people should be helped to help themselves.

The limitations of the private social welfare approach are largely a product of the nature of our society. First of all, private programs have been dependent on the charitable contributions of wealthy individuals, and the natural tendency has been for these persons to be named to the controlling boards of directors. The net result is that neither planning nor decision making has ever really been vested in the poor. The second limitation is one of both finance and personnel. Forced to operate on a very frugal basis, private agencies have not been able to experiment broadly enough to engage the interest and continuing involvement of imaginative program developers, so that the vital spirit of innovation could be maintained.

Public welfare programs evolved rapidly during the depression years of the 1930's. Major programs of public housing, social security, unemployment benefits, aid to dependent children, public health, etc. - which were so necessary during that period - eventually produced vast impersonal bureaucracies which tended to lose the capacity to be responsive to the needs of individuals.

Of the public welfare approaches, the two which have had the most pervasive impact upon the lives of the poor are the systems of welfare support and public housing. As noted in Chapter 2, welfare support is a matter of basic survival, since less than 5 percent of recipient families have a breadwinner. However, it should be noted that this very support has a negative effect on the individual's initiative and sense of responsibility, particularly among teenagers. In most cases, any money earned by a teenager is deducted from the welfare support of the family. The family often discourages the teenager from working because of the greater dependability of the welfare check.

Public housing programs, to the extent that they have succumbed to political pressures, have tended to perpetrate ghettos by grouping low-cost housing units together and by failing to provide adequate community organizations and social services in these new structures.

Welfare check dependency and urban renewal programs which mass the poor together in segregated areas help maintain the cycle of poverty, and the attitudes and values which accompany it.

EDUCATION

As Conant, Mayer, Reissman, and others have noted, the American school is designed by the middle class for the middle class. Its curriculum, its teaching methods, its schedules, its auxiliary services, and its system of rewards and punishments reflect these middle-class origins and generally are not relevant to the needs of lower socio-economic groups. The majority of middle-class students have abundant resources in their homes and families, and in peer group relationships, which provide the necessary social support for learning. There has been a tendency to ignore the fact that the mere imparting of knowledge, in the absence of such resources, does not succeed in bringing about the full development of students. Moreover, the content of the curriculum is often unrelated to the myriad of objective problems which disadvantaged youth in particular must confront. While the schools have reflected and supported the traditional optimistic American view that education is the key to human development and social mobility, their failure to devise adequate educational solutions for culturally deprived individuals is the greatest single cause of the large drop-out population. The sheer numbers of urban school drop-outs has created a pessimism among American educators. The inability to meet the special needs of culturally disadvantaged children tends to undermine the very purposes for which the American educational enterprise was created. Inevitably, schools in depressed areas do become a dumping ground for many of the unsolved problems of society. Recognizing this fact, it is becoming increasingly apparent that education must involve more than the imparting of knowledge. For without adapting to the pressing psychological needs of students it becomes impossible even to impart the minimal knowledge and skills desperately needed by the disadvantaged for fuller participation in society.

NEW CURRENTS IN PSYCHOTHERAPEUTIC, INSTITUTIONAL, SOCIAL WELFARE, AND EDUCATIONAL SYSTEMS

As a result of the social upheavals of World War II, and the subsequent necessity to readapt to a changed social order, considerable ferment arose in the social sciences and education. The problem of educating large numbers of people and helping them to adjust psychologically to changed conditions stimulated the development of new approaches.

There are numerous signs in the social sciences that the older concern and focus upon pathological behavior and custodial solutions are giving way to a new emphasis on the realistic problems and concerns of the "normal" individual. This is reflected in the new popularity of "ego psychology" and in the growth of the vocational counseling movement (Super, 1957, Roe, 1956) with its emphasis upon the intimate relationship between the internal-psychological processes of the individual and the external real-life problems with which he must cope. New theories of positive mental health, emphasizing the strength of the individual and the importance of present and future planning, are illuminating the psychological dimensions involved in coping successfully with the problems in living. Perhaps one of the most important trends in the past decade has been the growing body of research and theory about the role of cognitive factors in human behavior as an antidote to the previously overwhelming emphasis upon the irrational in man. The work of Bruner, Kelley, Piaget, and Ellis, among many others, is pointing the way toward new treatment procedures and educational methods. All of these recent trends, as yet by no means universally popular, are having a salutary effect upon the activities of social scientists. However, the continuing high status and popularity of the psychoanalytic view of man have hampered the development of new treatment methods by psychologists, social workers, and psychiatrists.

There has also been considerable new thinking about the nature of institutional systems. Industrial psychologists, social psychologists, sociologists, anthropologists, and educational psychologists (Bennis, Benne and Chin, 1962) have been studying the ways in which institutions meet the needs of the individuals they serve, and have been suggesting administrative and procedural reforms so that they might more successfully attain their purposes. Research and theory have in the main been concerned with the processes by which the behavior, and ultimately the personality, of individuals is altered within an institutional system, and the ways in which alterations in the behavior of individuals affect the character of the institution itself. Although there have been some positive movements toward institutional reform (e. g., minimum security prisons and honor farms, milieu therapy, the "open door" policy in mental hospitals, and work camps for delinquent youth), the majority of the corrective institutions in America continue to be guided by the older custodial philosophies. In cases where funds were allocated for the rehabilitation of inmates, this tended in most cases to be confined to individual psychotherapeutic services while ignoring the negative and deadening effect of the process of institutionalization upon the individual.

The failure to integrate the psychotherapeutic approach with a positive restructuring of the institutional environment in such a way as to provide a link between the institution and the society to which the individual had to return to work and live only increases the probability that the individual will eventually require re-institutionalization. The failure to achieve any significant institutional reform can be attributed, in large part, to a failure to re-examine assumptions and techniques in light of new information.

Thinking about the role of social welfare systems in contemporary American society is in a transitional stage. As Merton and Nisbet (1961) indicate, there has been a very rapid growth of sociological knowledge, but "... a comprehensive theory of social problems does not yet exist although it may be in the making." In this connection there have been many healthy contributions in specialized areas of sociological theory.

As the scope and complexity of problems related to our swiftly changing society have expanded, private and public social welfare organizations have been struggling to redefine their roles and priorities for action. One of the main products of this struggle has been the emergence of "community action" programs spearheaded by such bold efforts as the Chicago YMCA Detached Worker Program, CPI in New Haven, Mobilization for Youth, Haryou-Act, and the Youth and Work programs in New York, which have been sponsored by both public and private organizations.

Paralleling these modifications in psychotherapeutic, institutional and social welfare theory and practice is a growing spirit of reform in education. In fact, the dramatic disclosure of the high drop-out rate in American schools, with its potential as a source of "social dynamite" (Conant, 1961), led to a national recognition that the schools, in particular, and society, in general, were failing to reach large numbers of their young citizens. There is at present a ferment in educational circles and a healthy re-examination of the basic assumptions about education in terms of the curriculum, the teaching techniques, and even the purposes of the schools. This ferment is producing experiments in many quarters which range from new methods for overcoming the cognitive deprivation of pre-school children to new ways in which work and school can be combined. Because these efforts have only recently begun, it is difficult to evaluate their efficacy. While these seeds of reform will undoubtedly produce blueprints for important and necessary changes in education, particularly for the disadvantaged, it remains to be seen whether bureaucratic school structures which have in the past discouraged and resisted innovation will adopt them.

THE GENERAL ORIENTATION OF THE TRY PROJECT

The TRY educational system is an attempt to synthesize the best elements of theory and practice in each of the four change systems reviewed briefly above. It should be evident that attention must be paid to the institutional framework, the specific treatment methods, and the content of the education, if a program is to deal comprehensively with the multiple problems of the deprived adolescent. Therefore, the TRY Project is designed with the following orientation in mind:

¶ It is aimed at dealing specifically with the realistic psychological, social, and economic problems these youth present.

¶ It emphasizes learning by doing.

¶ It considers psychological problems as one part of the general problem of education.

¶ It emphasizes and builds upon the strength of the individual in order to assist him in overcoming his weakness and inadequacies.

¶ It attempts to alter both the external and internal negative forces which currently prevent the individual from developing to his fullest.

¶ It focuses primarily, but not exclusively, on external behavior and requires of the individual his active participation in helping himself.

¶ It is focused on helping the individual to live effectively in the present and to make the necessary preparations and plans for his future adult roles as breadwinner, husband and father, and citizen.

¶ It emphasizes the learning of problem-solving skills through action projects and subsequent reflection.

¶ It is committed to the notion that altering behavior and, therefore, related attitudes and values is first and foremost a cognitive process. Cognitive skills, however, are learned through a planned program of experiences, where choices have to be made and an opportunity is provided for guided self-reflection. Of critical importance, therefore, is the quality of staff-trainee interpersonal relationships.

¶ It seeks to use the city as a teaching instrument and to link the effective resources of the larger society to the needs of a multi-problem community.

¶ It builds on a management design which emphasizes communication, flexibility, planned change, and clear accountability.

¶ It encourages the evolution of self-worth through the development of competence, and of self-direction through the perception of alternatives and their consequences.

EQUILIBRIUM AND LEARNING: TWO FUNDAMENTAL POSTULATES

Maintaining and Changing The "Life Style"

An individual's life style (personality) is the consistent pattern of behavior which evolves from a series of previous learnings, tempered and directed by the social context in which he lives (Adler, 1956). It is developed and maintained by a complex of internal (psychological-biological) and external (social-environmental) forces. The life style which an individual adopts is that which, because of its consistency, permits others to deal with him dependably in their repeated contacts with him. This accounts for the fundamental continuity which distinguishes him as a unique individual. There are, of course, considerable differences among people with respect to their predictability and dependability, whether they appear highly erratic or relatively steady.

In the life span of any individual there are many points at which changes in life style can be observed. As the young child enters school, or the youth enters puberty, or as he begins in adolescence to assume adult roles, he must adjust to a variety of biological and internal psychological changes, as well as different sets of social demands and expectations. At these points, there frequently are periods of inconsistency in behavior which eventuate in a modified life style. The whole process of development can be viewed as a movement toward greater consistency in behavior. At any given stage, the balance of internal and external pressures upon the individual maintain him in a state of relative equilibrium, as long as his expectations, goals, motives, and values remain unchallenged by what he experiences in daily living. To the extent that this equilibrium remains intact there is little necessity or impetus for change.

With the emergence of new forces as a result of either new biological developments or changes in social expectations, the equilibrium is upset because the individual must seek to accommodate these new changes. In searching for a new identity and style, he may find alternatives which enhance his growth or ones which undermine his capacity for further growth (Ericson, 1958). At the critical point where the equilibrium is upset, the individual develops new ways of behaving in order either to increase his possibility for satisfaction or to avoid the threat of painful experiences. It is at such critical stages that planned interventions can have a marked effect upon the course of future development.

Learning Through Reinforcement

One of the oldest and most fundamental psychological principles is that behavior is a product of learning. The best documented learning principle currently available is that individuals learn as a result of a series of rewards and punishments. That is to say, individuals tend to repeat behaviors which have been reinforced positively (rewarded) and tend to avoid repeating those behaviors which have been reinforced negatively (punished). In the process of development, rewards and punishments are meted out by a number of significant individuals: parents, peers, teachers or other representative of the community. At the individual grows, these reinforcements tend to be repeated - sometimes regularly, sometimes irregularly. After sufficient repetition, the individual internalizes this pattern of reinforcement so that he no longer requires the external reinforcement in order to behave in terms of external expectations. In a sense, larger and larger areas of behavior become self-reinforcing. The result is that he achieves his own equilibrium to the extent that he no longer requires continued external reinforcement. One can say at this point that his behavior is now self-sustaining - i. e., he has developed his own life style. Behaviors which have been from the earliest years repeatedly and consistently reinforced are well-learned; the individual does not question them. They are therefore more difficult to change. In the life of many individuals, however, there is a history of having been rewarded and punished for the same act, with the result that the individual remains in conflict and achieves a less consistent life style. This is particularly the case for many deprived adolescents. Before proceeding with a description of the principles and strategies the TRY Project will employ to encourage the development of more consistent and adaptive life styles, it is necessary briefly to consider the ways in which inadequate life styles develop in the disadvantaged adolescent.

THE PSYCHOLOGY OF ADOLESCENCE

Adolescence and Identity

Adolescence in American society is a period of considerable turmoil. It is during the period from age 13 to 19 (and beyond) that the adolescent experiences rapid physical and biological development. Psychologically he is in a period of transition from the world of the child to the world of the adult. He must adjust to the problems of sex, friendship, and the altered family and social relations which are inevitably involved in the struggle with parents and other adults for increased personal freedom. In American society there is a prolonged period of enforced adolescence, which lasts long after he has attained biological maturity, wherein the adolescent is no longer a child, yet not accepted as an adult.

During this period, the adolescent is forced to seek his support among his peers. The failure of society to provide a relevant and respectable role for the adolescent makes it extremely difficult for him to discover (for himself) who he is. As several writers (notably Ericson, ibid and Jersild, 1963) have stated, the major task of adolescence is the search for a stable adult identity. As alluded to previously, adolescence is one of the periods during which personality equilibrium is upset and there is considerable inconsistency in life style. In his search for stability, the adolescent is likely to experiment with, and try out, a number of alternative ways of behaving. The ultimate choice he finally makes will be contingent upon the kinds of reinforcements he receives from parents and others who, ironically, often do not fully understand him.

The World of the Disadvantaged Adolescent

If this period is difficult for middle-class adolescents who do, after all, live in relatively stable environments where many supports are available, it is even more so for the deprived adolescent, living as he does in a rapidly changing, undependable, and impoverished environment. In the middle-class environment, the adolescent's experiments with life styles are generally supported by educated and sympathetic parents, interested and accepting teachers, and an environment which is full of alternatives, satisfactions, and supports. The disadvantaged adolescent, however, has available to him only extremely limited alternatives. He receives little direction or support from his home, his school, and the social institutions that surround him. Frequently his experimentation leads him into anti-social and even criminal acts, these being very often the only alternatives open to him or recognized among his peers. The disadvantaged adolescent growing up in a punishing and impoverished environment has evolved a precariously maintained life style which is characterized by poor control, exaggerated masculinity, cynicism, suspiciousness of others, a posture of passive aloofness, and low self-esteem. He is impelled increasingly to express his identity in anti-social and self-defeating acts.

The reinforcements he has experienced have been for the most part punishments rather than rewards. His life style is therefore understandably directed more toward minimizing painful experiences than toward maximizing satisfactions. Perceiving no alternative ways of behaving, the deprived adolescent is destined to repeat continually his familiar maladaptive patterns. In this condition he lacks the fundamental basis for choice and freedom. As an impotent individual in a depressed community, he has not developed the capacity to effectively mediate and evaluate his experiences and to assume personal responsibility for his actions. Lacking this, he is more likely to be acted upon than to act, and to respond to the acts of others than to initiate acts of his own. As a result he is less likely to appreciate the intimate relationship between his own actions and the consequences that ensue. He is often unaware of the thoughts and feelings that direct his actions. He is, therefore, less capable of gaining the necessary perspective to modify his behavior.

The Adolescent in the Ghetto

If steering one's way through adolescence successfully is a problem for the middle-class individual, and even more difficult to achieve for the deprived individual, it is quite accurate to say that for the unfortunate adolescent who suffers from social prejudice as well as deprivation and social rejection it is an agony and a frustration. For the deprived Negro adolescent, the problem of identity becomes perhaps the most critical issue that he must confront. He often reflects, in his view of himself, the lesson that generations of Negroes have learned from the larger society: namely, that to be black is to be considered inferior and therefore not worthy of participating fully in the freedom enjoyed by the rest of society. In his own lifetime, these lessons have been constantly reinforced in his contact with whites and through the messages of the various media. The tragic effect of these myths is that Negroes (particularly those from lower socio-economic groups) have in many instances tacitly accepted this evaluation. Being judged by externals, some Negroes have tended to place inordinate value upon external symbols, such as impeccable dress, light skin, straight hair, fast cars, and a variety of other material indicators of status, which ironically become the means of discrimination against one Negro by another. For these reasons the Negro sub-culture often lacks the cohesiveness that characterizes other ethnic sub-cultures.

But perhaps the root of the problem for the culturally deprived male Negro adolescent lies in the family structure so often encountered in the Negro ghetto.

The heritage of the forced dissolution of families under slavery was perpetuated by social and economic factors. Denied his rightful role as breadwinner and citizen, the adult Negro male could not very well assume the role of a responsible middle-class father and husband. In the majority of deprived Negro homes, the mother is the mainstay of the family because the father is either physically not present or, when present, tends to reflect in his own behavior and attitude the negative identity that society has given him. The young child, particularly the male child growing up in such an environment, is even further deprived by the absence of a strong male figure with whom he can identify and learn traditional male adult roles. Having to serve both as mother and father, without the ordinary checks and balances which are possible when both parents are present, the Negro mother often dominates her children or becomes so over-solicitous about their welfare that the normal trial and error process so common in children is discouraged. The result is that, for both the male and female child, seeds are sown for a life of limited aspirations, anxiety, passivity, or rebellion.

A major characteristic of an incomplete and unsatisfying self-image is that the individual either gives up searching or is condemned to search for an identity that can never be achieved except in fantasy. The danger is that, in merely seeking to maintain what image he has of himself, the deprived male Negro adolescent will sooner or later come in conflict with the law, confront unemployment, and meet many other hardships. The struggle merely to maintain himself robs him of his strength and his hope. Seeking as he does to minimize negative experiences, he has little time in his life to consider how he might maximize positive ones.

Forces for Change

In America, in the last 10 years, the emergence of an effective civil rights movement dominated by Negroes, a national awareness of the problems of poverty, and a consequent liberation of new resources suggest that real progress towards change is now possible. The prominent role played by many competent male Negroes in providing leadership to the American civil rights movement and the emergence of African nations on the international scene have raised the hopes and aspirations of and provided a new model for the younger generation of Negro Americans.

This is particularly significant for the Negro adolescent who, in the process of searching for his identity, seeks to emulate adults who have status for him and with whom he can identify. Deprived as a child, the young Negro is already several stages behind his white middle-class peers by the time he reaches adolescence. Yet *adolescence* is a stage of development during which many changes are possible; it is considered by many to be, in fact, *a time of "second chance" in the development of personality and ability*. Though there are many problems to be overcome, the principles outlined above suggest the means by which life styles can be re-directed, providing there are planned, carefully designed programs which take into consideration the predispositions for change within the adolescent in general and the deprived Negro adolescent in particular.

PRINCIPLES AND STRATEGIES

Upsetting the Equilibrium

The search for identity and the capacity for emulation, so characteristic of adolescents, can be used to great advantage in consciously planning for orderly change in human behavior. As stated in the previous discussion, what must be done is to create a new environment where alterations in the external forces upon the individual are creatively integrated with planned procedures to change the internal, psychological forces which generated and perpetuated the ineffective life style of the individual. A new set of experiences in a new context will upset the equilibrium so that new accommodations must be made. As the adolescent's old identity (life style) is challenged by the new set of conditions and expectations, he will be open to new solutions. An effective program must provide sufficient resources, range of experience, and support to encourage experimentation and a search for new alternative ways of living.

Removing Negative Influences

The first stage in upsetting the balance of forces is to remove the individual from the depriving environment. This immediately permits him to avoid direct confrontation with many of the harassing problems with which he had to deal on a day-to-day basis when living in the community, such as a nagging mother, overcrowded home, the influence of dope pushers, criminals, loan sharks, and the burden of empty hours to be filled. This also eliminates many of the behaviors whic helped to sustain, even though precariously, his previous identity - for example, loitering, fighting, succumbing to a variety of temptations in his constant search for ways to obtain money, and fending off a variety of threats to his integrity. These behaviors will not immediately be eliminated merely because the deprived adolescent enters the Project. He will initially attempt to repeat his previous patterns, since that is all he knows. However, since the older conditions which supported this behavior will be largely eliminated, it is expected that with appropriate rewards and punishments negative behavior will be gradually modified and ultimately eliminated.

Constructing a Positive Environment

Simultaneous with taking him out of the old environment, the individual will be exposed to, and confronted with, a new environment in which new *people*, new *experiences*, and new *knowledge* will require him to *act* differently. So that he will become immediately involved in the new experiences, there must be clear and meaningful incentives. Stipends, training in a meaningful occupation, and the promise of future employment are some of the immediate incentives which will be necessary to gain his interest. Just by being in a new and rather unfamiliar environment where he must meet new people his own age, relate to adult staff, and follow the initial schedule, he will begin to behave, albeit tentatively, in new ways. As he begins to behave in these new ways, he must be constantly and systematically rewarded for positive actions. The friendliness and interest of the staff, their recognition and respect for him as a person, privileges for effective performance, new social recognition among his peers, and the opportunity to try his hand at a variety of interesting activities will provide a series of powerful reinforcements which will help to alter and modify his behavior. It is *most important* that each trainee, no matter what his intelligence, initial capacity, or physical attributes, experience success from the start in some of these activities. A clear definition of minimal rules and regulations to be observed while in the Project, and their initially flexible enforcement, will clarify what is expected of him and what he can expect in return. The close attention of staff in the residences, in counseling sessions, and in the classroom will permit the trainee additional opportunities to clarify expectations.

Having chosen to enter the training program, he begins a year-long stay in an environment where the negative and destructive influences of the community are greatly reduced and a variety of constructive enriching experiences confront him with new alternatives and choices. As he begins to behave differently, his former attitudes, beliefs, feelings, and values will be challenged by these experiences; gradually, he will form new ones.

Locating the Environment

In providing a new environment to effect individual development by the control of external forces, there is a great danger that the new environment will be so drastically cut off from the realities the youth knows that he will either resist going there in the first place or, when there, choose not to remain. Similarly, there is perhaps an even greater danger that the training program will be only minimally related to the realities the youth must face once training is completed. For deprived urban youth, the hard realities are: finding a meaningful job, maintaining himself physically and psychologically in the city, managing a home and other family responsibilities, using his leisure time effectively, and carving out a responsible role for himself in the community. The TRY program takes account of these hard realities and it is for these reasons that it is located in the area from which the majority of youth will come and will eventually live. Centrally located and visible, the TRY Project will represent a culturally enriched model community within the deprived local community wherein the educational and cultural resources of the city can be introduced, through the youth.

Ways of Knowing

Most deprived youth are neither introspective nor verbal. They do not know the origin of many of their attitudes and opinions. They have developed neither the awareness that opinions and beliefs are most useful when they are founded upon fact, nor the techniques to check the validity of what they hear and are taught. The most relevant kind of education for these youth is therefore an educational program which requires that they, like scientists, employ empirical methods of selecting, ordering, and analyzing information. This requires an action-centered program in which the student himself actively participates in his own education; the traditional model of the student as passive recipient is irrelevant for the purposes of the deprived adolescent. He must be introduced to the sources of information, he must be guided in the development of capacities, and he must learn how to use them effectively. He must learn how to read, to compute, to listen, to speak; in short, he must learn the basic principles of effective two-way communication.

The Searching-Exploring-Evaluating Sequence

The deprived adolescent is by definition limited in his experience. Like most individuals, he would prefer to stay with the familiar and is somewhat apprehensive about change. And yet, as an adolescent approaching adulthood, possibilities for expanding his horizons are always present. As was noted above in the descriptions of the deprived home environment, the child is frequently punished when he attempts to actively explore or manipulate his environment. He has therefore learned well the lesson that exploration brings with it pain - that manipulation brings with it punishment. The result is that he is, almost as a matter of course, unwilling to risk further pain by trying something new, and tends to be suspicious of those who make such a demand upon him.

In his social behavior, with his peers, he is less constricted and it is that very fact which can be used to stimulate a more active interest in trying something new. In an environment where there is active support and guidance, such individuals can be taught that there is pleasure in learning and that there is satisfaction in the activities of searching for new information, exploring new ways of behaving, evaluating one's self, one's friends, and the world around. The benefits of knowledge and broader experience which he himself discovers will best reinforce this kind of behavior.

To be effective, programs must encourage curiosity and demonstrate the power of knowledge. In the normal process of development, exploration occurs throughout childhood and adolescence. In this respect, the deprived Negro adolescent is usually well behind his white middle-class peers who through exploration have laid the basis for vocational, marital, educational, and other major decisions. To train the deprived adolescent who has not had these opportunities or this experience demands a comprehensive and accelerated program which places emphasis on a process of education through guided exploration.

Perception of Alternatives

Most deprived adolescents have, typically, few responses available to them in any given situation. Therefore, in a basic sense, they are not free to choose among a reasonable set of perceived alternatives. In order for them to make responsible choices, it is necessary to provide them with new knowledge and experience directly related to the realistic life problems they must face. It is also necessary that they have the opportunity for guided reflection (counseling) with the assistance of interested and resourceful adults, so that they improve their ability to identify choice points and to perceive a number of alternatives. It is through the perception of alternatives and the trying out of new behaviors that self-defeating attitudes, values, feelings, and beliefs are challenged and new self-enhancing ones replace them. It is through these experiences that he can discover new ideas and constructs which will help him to take personal responsibility for ordering his life more effectively.

Actions and Their Consequences

The effective modification of behavior requires that the individual be able to understand accurately the relationship between his own acts and their consequences. This is a difficult task for any man, because any given event can be attributed to a multiplicity of possible causes. Any given event can be explained in terms of factors which are potentially under the individual's control and those which are not. Since the deprived adolescent is more the victim of his environment than the victimizer, it is true for him that in many cases he is indeed not responsible for what happens to him. Thus he has learned the style of not attempting to connect his actions with consequences. This provides him a convenient technique for denying responsibility and for blaming others for what occurs.

Even in those cases where he is directly responsible for what happens, he continues to seek (and find) external explanations. Lacking the ability to make the connection between actions and consequences, he is unable to monitor and therefore modify his behavior. It is essential that training programs permit him to discover that the mature individual is one who is able to anticipate the consequences of a given act, and therefore to choose to behave in such a way that the most desirable consequences are achieved.

Training individuals in the capacity to weigh both the positive and negative consequences of one's acts, and therefore to choose how to behave, requires that the positive and negative consequences of effort and behavior be clearly identified, and that the individual have the guidance and the privacy to reflect upon the relationship between what he does and what happens to him. It is also necessary that there be adequate guidelines and limits placed upon behavior wherein negative behaviors are punished and positive behaviors rewarded, and that the trainee be required to assume progressively greater responsibility for his acts.

The training program must also convey to the adolescent that every decision requires a sifting of alternative consequences or alternative actions, each of which entail benefits and liabilities. He must come to recognize that every decision represents a compromise, and that the best decisions are those which in the long run tend to maximize positive consequences and minimize negative ones.

Themes of Thought-Feeling: Preludes to Action

The initial desire to change one's behavior comes when the individual perceives that there is a connection between what he does and the consequences that ensue, and further realizes that he does not like the price that he is having to pay for behaving as he does (Rothstein, 1962). After he has made the discovery that he must change his behavior, the questions become, "How?" and "I wonder why I do those things?" It is at this stage that he begins to scan his perceptions, thoughts, feelings, values and attitudes, and the facts of the situation which led him to behave as he did. Limited education and a lack of practice in introspection lead him to superficial or incorrect explanations. What he needs is assistance in analyzing the underlying perceptions and conceptions which led him to conclude that a given course of behavior was the best possible one. In order to become more effective in this process, he must learn how to become more aware of the quality and content of his thoughts and feelings.

Although research on the subject is not yet completed, there have been some experiments (McClelland, 1961) in using the technique of content analysis to help individuals to understand the basic themes that they repeat to themselves in their fantasy and in daily ruminations. It has been shown, for example, that individuals who tend to think more often about the processes of achievement tend to achieve more often, and that individuals who think more frequently about their relationships with people tend to spend a great deal of their time in activities and conversations with others. As described by Ellis (1962) and Kelley (1955) there is a distinct relationship between what one *tells* oneself about oneself, about others, and about events in the external world, and what one *does* in life. As Freudians and others have shown, there is also a marked difference in the quality of decisions and behavior between the individual who *considers his own feelings and thoughts before acting* and the individual who does not.

If the goal of increasing the self-direction of the trainees is to be achieved, it will be necessary to help them learn how to analyze their own thought processes and their feelings. This will enable them to challenge the adequacy and logic of their assumptions in order to incorporate new ideas and modify the process. It may very well be that the capacity to change behavior is directly related to the capacity to change the focus and the quality of one's thoughts and feelings. An important goal of the TRY Project, therefore, will be to increase the student's awareness of what he is focusing his attention upon, and to help him re-deploy his attention so that he will improve his capacity to act.

The Repeated Experience of Oneself as Competent

In reviewing the history of most deprived youths, one can find repeated instances where they have experienced failure. Often unwanted by his parents, scolded for his explorations, and told in innumerable ways by his teachers that he is inadequate, the deprived adolescent comes to believe that he is inadequate and a failure. The few successes he may have experienced in athletics, in his peer group relationships, and in anti-social activities help him to feel that there are some areas in life where he is effective, although successes in their areas are not often rewarded by adults. As a result, these youths often have an extremely negative conception of themselves as people who can achieve. Since success in an activity must first be *experienced* to be *understood*, it is useless to attempt, through exhortation or explanation, to help him believe in his own abilities. It is necessary to have him *experience success on many occasions*, over an extended period of time. Even after these experiences, it will be necessary to help him assimilate this new view of himself into an otherwise negative self-concept.

Programs must be designed in such a way as to confront the individual with tasks which are geared to his present ability, so that he will be likely to succeed in mastering them. As he learns, tasks can become increasingly more difficult and more complex, but they should always be ones at which he can succeed with *reasonable effort*. After he has experienced success upon several occasions, he will begin to expect that he can achieve success on the next tasks that he must confront. He will then begin to develop a desire for knowledge and a desire to know how well he performed (feedback) so that he may improve his performance the next time (White, 1959). When this stage has been reached, he will begin to develop an independence from the reinforcement system within the Project and be more able to motivate himself to perform more effectively.

The Selection of One's Own Environment

Most of the youth coming to the Project will have had little to say about where they live, how they live, and why they live there. Most will be painfully aware that the environment from which they come is vastly different from the environment of most Americans as depicted on television, in magazines, and in the movies. The smoldering or active anger that many youths will exhibit is due to their resentment about being poor, being disadvantaged, being Negro, being essentially impotent. Although they resent their condition in life, most will have little idea about how to change it. The TRY Project will deal with this problem in a variety of ways. Perhaps most important is the example which the Project itself will set in demonstrating how individuals can work, study, learn, live, and play together harmoniously for mutual benefit.

The Project will also actively seek to help the trainees realize the effect which an environment and a social context has upon their behavior. Active teaching of new ways of handling life responsibility will also contribute to their understanding. It is hoped that as a result of these factors the trainees will learn the importance of a positive healthy environment, what kind of environment they want, and, perhaps more important, the ways in which one creates one's own environment by a series of choices about living arrangements, friends, job, etc. To accomplish this, the trainee will need to have increasing amounts of freedom in determining what kinds of experiences he wants to have, as he demonstrates that he can take responsibility and deal with it successfully. The development in the trainee of the capacity to select a positive environment through modifying old and incorporating new ideas is one of the most important ingredients in the program of Life Skills Education, described in Section B of the next chapter.

IMPLEMENTING PROCESS

The attainment of the objectives of the TRY Project requires an enabling organization to translate principles and strategies into operational programs. The management design and procedures of the organization must be consistent with the philosophy and orientation of the entire Project.

The TRY management design builds on a number of basic concepts from Getzels (1958), Simon (1950, 1954), Ginzberg & Reilley (1957), Argyris (1957), and Miles (1964). These concepts provide a way of looking at the organization, particularly in terms of social structure, decision making, and feedback processes. This framework illuminates the need for a fusion of individual and organizational goals, which is the fundamental objective of the TRY management design.

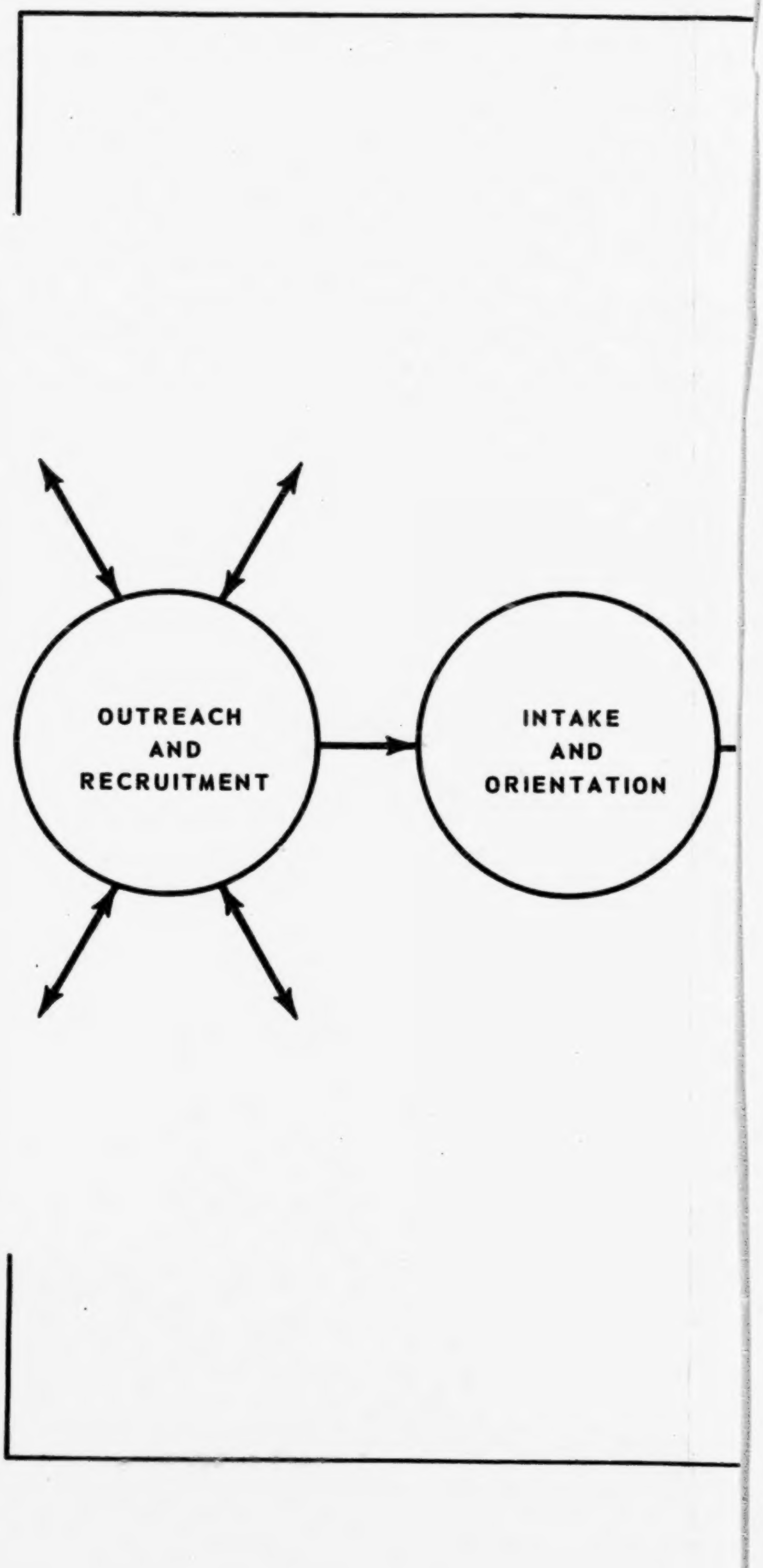
As was stated, the primary function of the TRY model is to provide clear guidelines for the design of detailed programs to effect change. The principles and strategies to be employed and the description of the salient characteristics of the individual to be served are among the aspects of the TRY model that have been described. The ways in which these are related to the actual program (Vocational Training and Related Work Experience; Life Skills Education; Physical Education and Recreation; Recruitment; Intake Job Development and Placement; Follow-through and Supportive Services; and Evaluation and Development) are described in Chapters 4, 5, and 6. The management design (i. e., organizational plan, operational relationships and practices, and the proposed links to the larger community) outlined in Chapter 7 is intimately related to the principles and strategies which have been described in this chapter, and constitutes the third basic element of the TRY model for change.

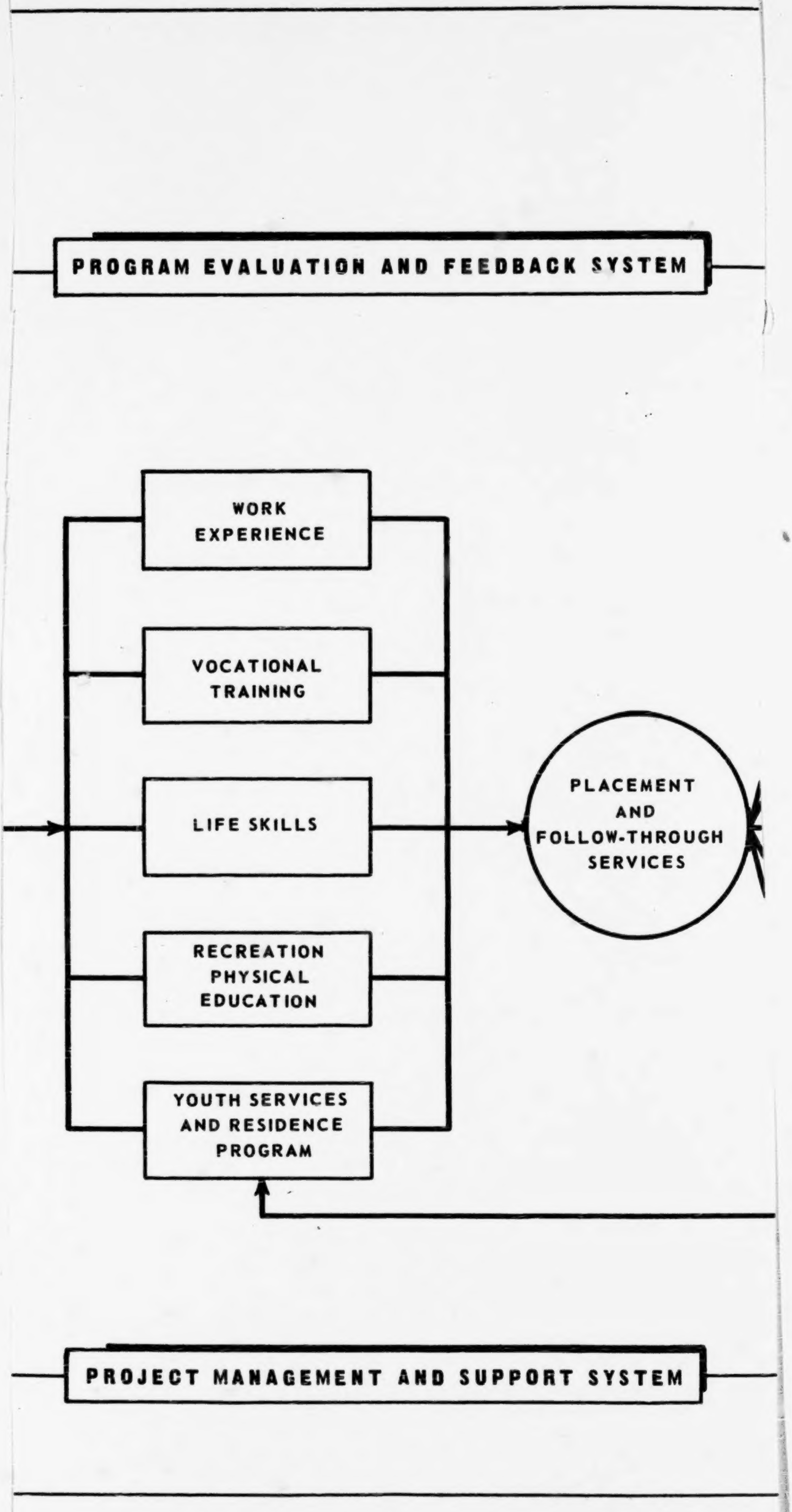
Beyond the Project itself, the TRY model for change can provide guidelines for significant innovations in community action, education, social welfare, mental health, professional training, and organizational planning and practice.

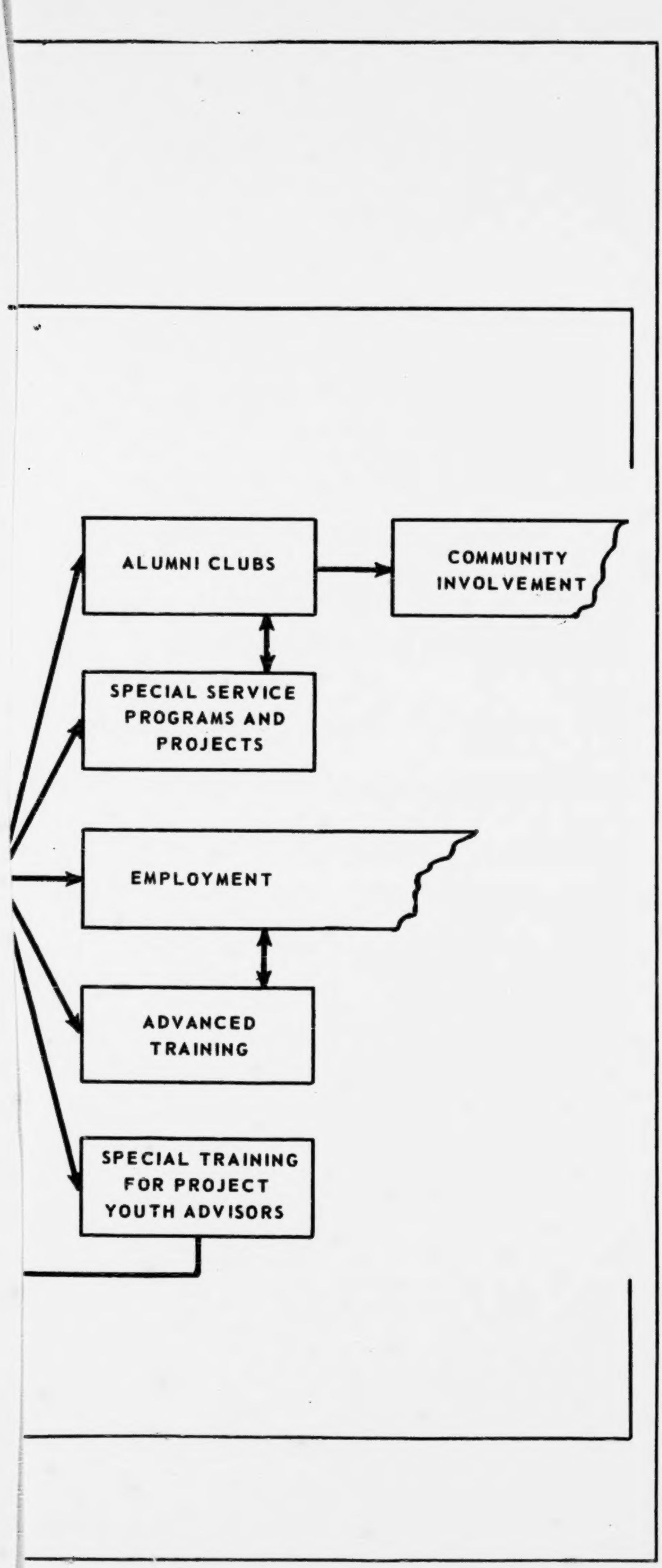
CHAPTER 4

THE TRY PROGRAM

FLOW CHART OF TRAINEE EXPERIENCE


OUTREACH AND RECRUITMENT
INTAKE AND ORIENTATION


PROGRAM EVALUATION AND FEEDBACK SYSTEM
WORK EXPERIENCE
VOCATIONAL TRAINING
LIFE SKILLS
RECREATION PHYSICAL EDUCATION
YOUTH SERVICES AND RESIDENCE PROGRAM
PLACEMENT AND FOLLOW-THROUGH SERVICES
PROJECT MANAGEMENT AND SUPPORT SYSTEM


ALUMNI CLUBS
COMMUNITY INVOLVEMENT
SPECIAL SERVICE PROGRAMS AND PROJECTS
EMPLOYMENT
ADVANCED TRAINING
SPECIAL TRAINING FOR PROJECT YOUTH ADVISORS

4 - THE TRY PROGRAM

INTRODUCTION

The major objective of the TRY Program is to provide a comprehensive educational environment in which youth from the "culture of poverty" can learn the necessary vocational, personal, and social skills which are essential for living effectively in the "culture of achievement."

This chapter presents in detail the concepts, the operational plans, reflecting the integrated design of the TRY Program. In Chapter 2, the general problems of poverty were outlined. In this chapter each section begins with a statement of the specific problems which are being dealt with, the major concepts upon which the program unit is based, and the objectives and procedures. The operational plan of each program unit is based on the principles and strategies presented in Chapter 3, the specific concepts indicated, and the practical experience cited. In the operational plan of each unit, the relationships to the other units are described.

Overview of Youth Experience

As an introduction to the entire program plan, the accompanying exhibit (Flow Chart of Youth Experience) was prepared. It is a schematic representation of the way in which the youth will move through the program. It also illustrates the interrelatedness of program, evaluation, and supporting administrative units.

The plan is designed to reach out to neighborhood youths through an active recruitment program; to help them evaluate their capabilities and interests; to orient them to the new environment of which they will become a part; to provide them, step by step, with basic and advanced occupational skills, life skills education, recreational and physical education activities, a variety of special services, and job-related work experience. When, through these series of enriching experiences, a youth becomes ready for new adult roles, he will be assisted in obtaining and keeping a relevant job and in making a smooth transition to an independent role in the community where he will live and work.

Overview of Chapter

For organizational purposes, this chapter is presented in six major sections:

A. Vocational training and work experience

B. Life skills education

C. Recreation and physical education

D. Youth services

E. Job development and placement

F. Follow-through services.

A - VOCATIONAL TRAINING AND WORK EXPERIENCE

A - VOCATIONAL TRAINING AND WORK EXPERIENCE

THE VOCATIONAL TRAINING PROBLEMS OF DEPRIVED YOUTH

Equal opportunity to work and to participate as a full-fledged member of society is the keystone of freedom in America. In a deeper sense, however, opportunity is not enough. One must also have the necessary skills to compete successfully for jobs and for a place in the social structure. Only as one is able to exercise competence does one develop an abiding sense of self-worth and a true regard for equal opportunity. If the sense of powerlessness felt by the underprivileged is to be overcome, it will be by developing in the poor a wide range of skills to fight the inequalities which still exist and to take full advantage of those opportunities which are now available. The goal of the Vocational and Work Experience Unit, therefore, is to help young men develop the competencies necessary for meaningful employment.

Research in the field of vocational development (Ginzberg, et. al., 1951; Super, 1957) shows that even privileged youth have a difficult time exploring the possible career opportunities open to them and evaluating themselves in light of these possibilities. Youth who have grown up in the culture of poverty lack exposure to the world of work, and, even more importantly, have had no real opportunity to explore their own skills and possible interests through the mediums available to most middle class youth. Worst of all, youth with the least opportunity for exploration and self-evaluation are forced to make the most difficult career training choices at a much earlier age than the middle class, advanced-training-bound youth who make up the majority in academic high school programs.

Motivation to maintain the required level of effort in vocational high schools is hampered by a variety of factors in the experience of poor youths. First of all, considerable time elapses between learning a skill and using it on the job. Second, there are often serious gaps in the basic reading and math skills of such youth that make even interesting vocational subjects difficult, if not impossible, to understand. Little is done to relate basic skills to vocational subjects. Third, criticism by the formal school system and sensed or real rejection by more successful students often combine to force out youth who are slow in their progress through a vocational course.

Finally, there is the problem of real payoff. Do vocational high school graduates find jobs in the field for which they have received training? For the middle class and working class youth the answer often is "yes," because there are adults available to help them find their way into the world of work and to teach them the related skills (handling an interview, learning to drive a vehicle, etc.). By contrast, youth from poor homes frequently lack these essential advantages. They have had no part-time work experience, no continuing coaching on finding and advancing in a job, and no support during the period of adjustment to the demands of the job. Out of school and out of work, these youth quickly lose the job-related knowledge and skills they have learned. Their payoff is frustration or apathy.

OBJECTIVES

The prime objective of the Vocational Training and Work Experience Unit is to provide each trainee with sufficient knowledge, functional skills, and related work experience, so that he can compete successfully for semi-skilled or skilled jobs in the field in which he receives training. Each vocational training course will be designed to start at the skill levels of the entering trainees and to take them step by step to the level of competence required for employment.

A second objective of the unit is to integrate the teaching of principles and theory in each course with the teaching of a series of specific job skills, so that trainees may take on progressively more challenging work experiences while in the TRY Project. For those trainees who leave the TRY Project before completing training, this design will ensure that they have some useable job skills.

A third objective is to develop working relationships with various industries, so that the training program will have both the thoroughgoing educational and motivational approaches noted in Chapter 3 and industrial efficiency and relevance. The cooperative evaluation and revision of teaching materials and methods by sub-contractor industries and the TRY staff should make the project training program more realistic and should also help the industries develop better "in-house" training programs for persons with limited ranges of experience, knowledge, and skills. Most importantly, this relationship will help ensure the placement of graduates in jobs for which they have received training. The feedback of data from the industries hiring graduates will serve as a basis for revising the training courses.

Two long-range objectives of the Unit are to develop new training materials where needed - and to develop a new method of work exploration.

DESIGN OF THE VOCATIONAL TRAINING AND WORK EXPERIENCE UNIT

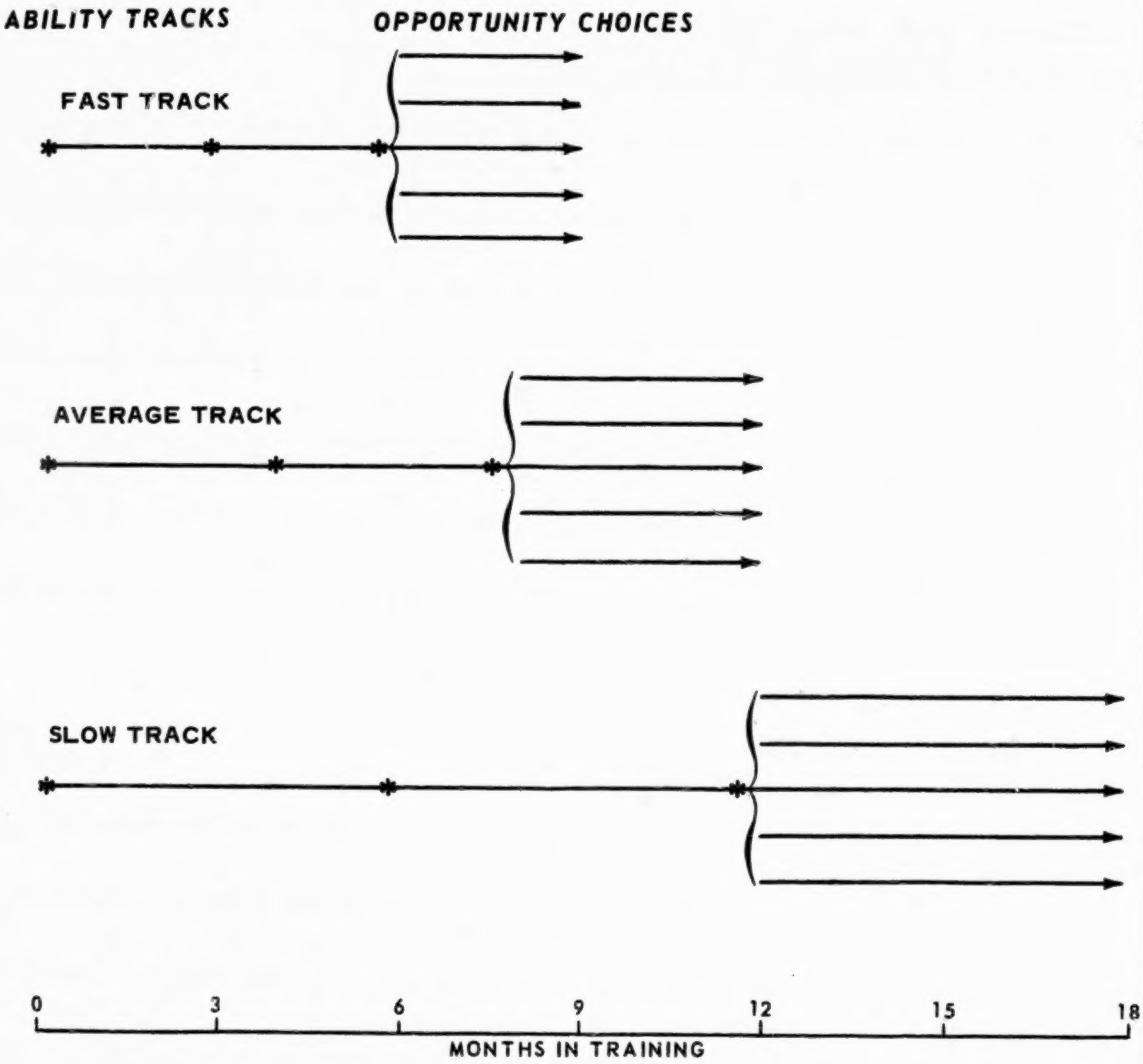
The TRY Vocational Training and Work Experience Unit is designed to deal with the vocational training problems experienced by youth from ages 17-21 who come from the culture of poverty. It builds on basic theoretical concepts of vocational development and on the learning and action theory outlined in Chapter 3.

In this section the following will be described: 1) ability tracks and training materials, 2) related work experience, 3) opportunity choices, 4) involvement of industry, 5) vocational training courses selected, and 6) the basis for course selections.

Ability Tracks and Training Materials

One of the major problems of general education at the high school level is that administrative, financial, and other obstacles tend to prevent instructors from pacing educational activities and from varying the content level of material to meet the needs of individual students. The TRY Project seeks to overcome these problems in all of its educational programs by having flexible ability tracks in which students can learn at different rates of speed using training materials geared to their reading and mathematical abilities.

ABILITY TRACK
AND OPPORTUNITY CHOICE DESIGN
TRAINING RESOURCES FOR YOUTH


ABILITY TRACKS
OPPORTUNITY CHOICES
FAST TRACK
AVERAGE TRACK
SLOW TRACK
0
3
6
9
12
15
18
MONTHS IN TRAINING

NOTE: * *Indicates points at which related work experience job level is changed.*

The model of the ability track design is outlined on the chart on the opposite page. Each Vocational Training Course will be divided into three track groups based on level of learning ability. Each track will cover similar content, but at different rates of speed and through different materials and educational techniques. Youth who improve rapidly may move to faster track groups.

For each track, training materials will be chosen that are geared to the learning skills which the youth bring to the program. Success in handling training materials and practical operations in the shop must occur from the very beginning of the program for each trainee. Special assistance will be given to the least experienced youth.

Related Work Experience

The Related Work Experience plan is indicated on the chart on the opposite page. Its objective is twofold: (1) to allow trainees to explore job alternatives within the vocational field, and (2) to help maintain motivation and vocational skills.

Work exploration is a relevant and necessary activity all through life. For most persons, work exploration is concentrated in the adolescent and young adult years, but increasingly in our society, with the impact of automation and the movement of industries, more and more adults are forced to change occupations several times during their mature years. The TRY Project proposes to use the Related Work Experience program to teach trainees how to explore effectively employment possibilities, and how to evaluate their interests, abilities, and personality in relation to those possibilities.

For example, if a trainee chooses auto mechanics as his vocational training course he will be given a series of graduated part-time work experiences in the field. These work experiences will range from service station attendant, to service station mechanic, to auto parts man, to auto insurance claims evaluator. Through these experiences the trainee will have an opportunity to test himself in a variety of roles that utilize the content of the training course, and to evaluate which of several roles his abilities and interests best fit. One of the objectives of the work experience program is to make this exploration and evaluation process a continuing part of each trainee's life style.

A second major function of the Related Work Experience program is the maintenance of motivation and basic vocational skills. The program will be set up in such a way that the trainee sees that learning vocational skills has practical value and that progression to more interesting kinds of work activities results from learning the basic material in class. At the same time, the work experience allows for a "real life" repetition of the useful knowledge and skills learned in class. This reinforces his mastery of the skills.

The Work Experience program is an integral part of the entire training effort. Because of the need for flexibility and for a variety of work exposures, this program is not being set up as a formal on-the-job training program, or as a part-time paid job. It is set up as a planned work orientation with no compensation directly related to it. (Training stipends are discussed in a following section.)

Apart from this planned Related Work Experience program, it is proposed that TRY Project trainees be allowed to hold part-time jobs in the community for which they are paid. Such part-time work would be allowed within the provisions and requirements of Federal and state regulations. The maximum time allowed for part-time paid work per week is 10 hours. All such work would require the recommendation of the Life Skills Educator and the approval of the Vocational Training Manager.

Opportunity Choices

Each of the vocational training courses is designed to begin with general training in an occupation. As a trainee progresses through this material and through a series of work experiences, he develops a basis for selecting from within the occupation a specialty which is consistent with his interest and abilities. This opportunity choice point (see previous exhibit) comes at various times in the six courses, but its objective is always the same - to have each trainee come to a decision by identifying and evaluating real alternatives which are open to him.

In each course, an effort has been made to provide for a range of opportunity choices which will satisfy a variety of interest patterns. For example, in the Heating and Air Conditioning Course the opportunities will range from installation (involving personal contact work), through mechanics (technical work), to parts department work (clerical activities) and quality control work (evaluation activity).

Involvement Of Industry

Gainful employment and promotions are two objective measures for determining the success of a vocational training program. One means for ensuring that training is job-relevant is to involve industrial employers in the program's implementation. Cooperation between industrial employers and training programs offers several advantages:

1. Employment by the cooperating industry is more likely since industries tend to prefer to hire those who have successfully completed "in-house" training programs.

2. In order to compete successfully, industry must gear its training programs for the improvement of job productivity. In a rapidly changing economy, this requires that training equipment and procedures be kept up to date and that the training curriculum be practical and job-relevant. The training program can benefit from this.

3. The involvement of industries in programs such as TRY will encourage a review of the job structure within those industries, so that a more effective use of manpower will be possible.

4. The capability of industries to establish a large training program in a short period of time is benefical. Industries can reassign well-qualified personnel for periods of time, whereas it is relatively more difficult to induce individual industrial teachers to leave their regular employment - with its long-term benefits - in order to become project members.

For all these reasons, Training Resources for Youth (TRY) proposes to sub-contract to several industries the conduct of the various vocational training programs. Staff assigned by the sub-contractors to the TRY Project will in effect become temporary TRY staff members. The same degree of supervision and control will be maintained over sub-contractor personnel and program as over TRY personnel and program. TRY will accept only those proposals which meet its specifications as to curriculum design, quality of instruction, and willingness to make improvements as needed.

Vocational Training Courses Selected

Training Resources for Youth proposes to provide vocational training in the following areas:

¶ Automotive and Diesel Service

¶ Heating - Air Conditioning - Refrigeration Service

¶ Business Machines Service

¶ Food Service

¶ Vending Machine Service

¶ Home Appliance Service

Training will be provided for a variety of occupations in each of these areas, leading to the opportunity choices noted above. These specific occupations are to be found on the charts in the curriculum section following.

Basis For The Selection of The Vocational Training Courses

The basis for the selection of the training courses is as follows:

1. There should be a present and projected demand for trained workers in the occupational area.

2. Entry jobs in the occupation should be available to persons with reading and math ability at no higher than the ninth grade level.

3. There should be opportunity for upward mobility in the occupation through further training.

4. The occupational area should be relatively free from the effects of automation and be a field of growing rather than diminishing employment.

5. The occupational area should be relatively free from seasonal layoff.

PLAN OF OPERATION

In this section the following matters are discussed: Size of Courses and Classes, Industries To Be Involved, Flow of Training Course and Ability Track, Opportunity Choices, Assignment to Training Course and Ability Track, Training Stipends, Staff, Facilities and Equipment, Development of New Training Materials, and Development of a New Work Exploration and Self-Evaluation Process.

Size of Courses and Classes

Preliminary surveys of job opportunities led to the development of the following-sized courses for the first year:

Auto and Diesel Service	200
Food Service	100
Vending Machine Service	50
Home Appliance Service	50
Business Machines Service	50
Heating - Air Conditioning - Refrigeration Service	50
	500

Each vocational training course will have a minimum of three classes. Staffing is planned on the basis of an average of 16 youths in each class. The Vocational Training Plan calls for 15 hours per week of course and shop work, and approximately 10 hours per week of related work experience. In order to make the most efficient use of training, and to maintain a high level of motivation among trainees, the training schedule will be varied. On some days there will be a heavier concentration on class work, while other days will be devoted largely to related work experience.

Each course will be designed to provide trainees with advanced skills, so that they are prepared for entry and higher level jobs in their field.

Industries To Be Involved

Training Resources for Youth proposes to sub-contract with the Philco Corporation of the Ford Motor Company and with the Brass Rail Restaurant Division of the Interstate United Corporation to provide vocational training courses under the supervision of the TRY Manager of Vocational Training. Complete proposals from each of these corporations are to be found in separate documents entitled:

VOCATIONAL TRAINING PROPOSAL
FOR TRAINING RESOURCES FOR YOUTH
(From the Philco Techrep Division)

PROPOSAL FOR VENDING MACHINE
AND FOOD SERVICE TRAINING PROGRAM
(Submitted by The Brass Rail Division of Interstate United Corp.)

These corporations have agreed to help both in the development of work experience opportunities for trainees, and in the placement of graduates. They also have agreed to the staffing plan of the TRY Project. (See section on staffing, below).

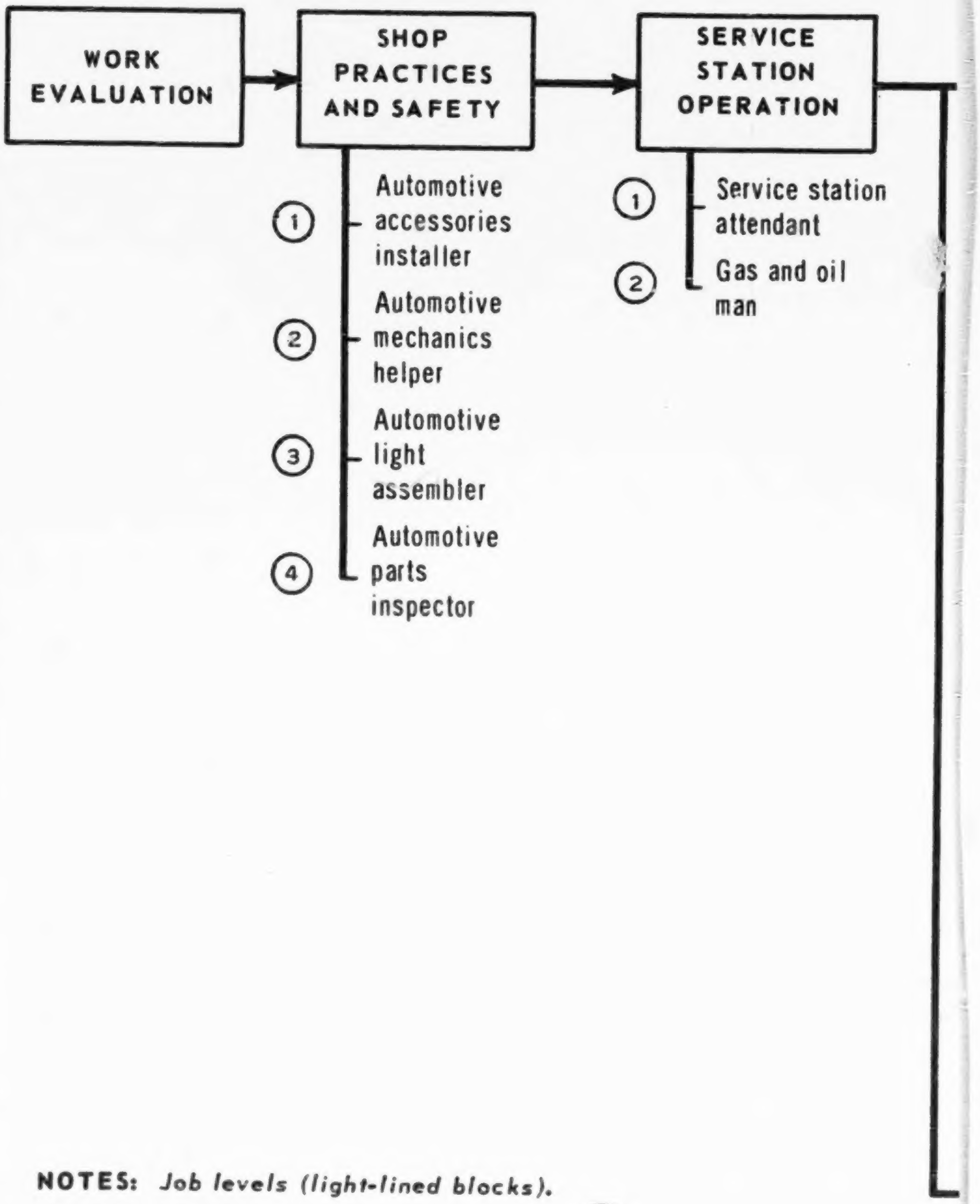
Final plans for the proposed sub-contracts are subject to the results of negotiations on the total proposal.

Flow of Training Curricula and Proposed Opportunity Choices

Course outlines in each of the vocational training fields are supplied in the proposals from the above-mentioned corporations. They are based on extensive industrial training experience and have been carefully reviewed for their relevance to project trainees. They conform to the training design developed by TRY. The effectiveness and organization of these curricula will be studied by the TRY Evaluation Unit, and recommendations will be made where necessary to improve them.

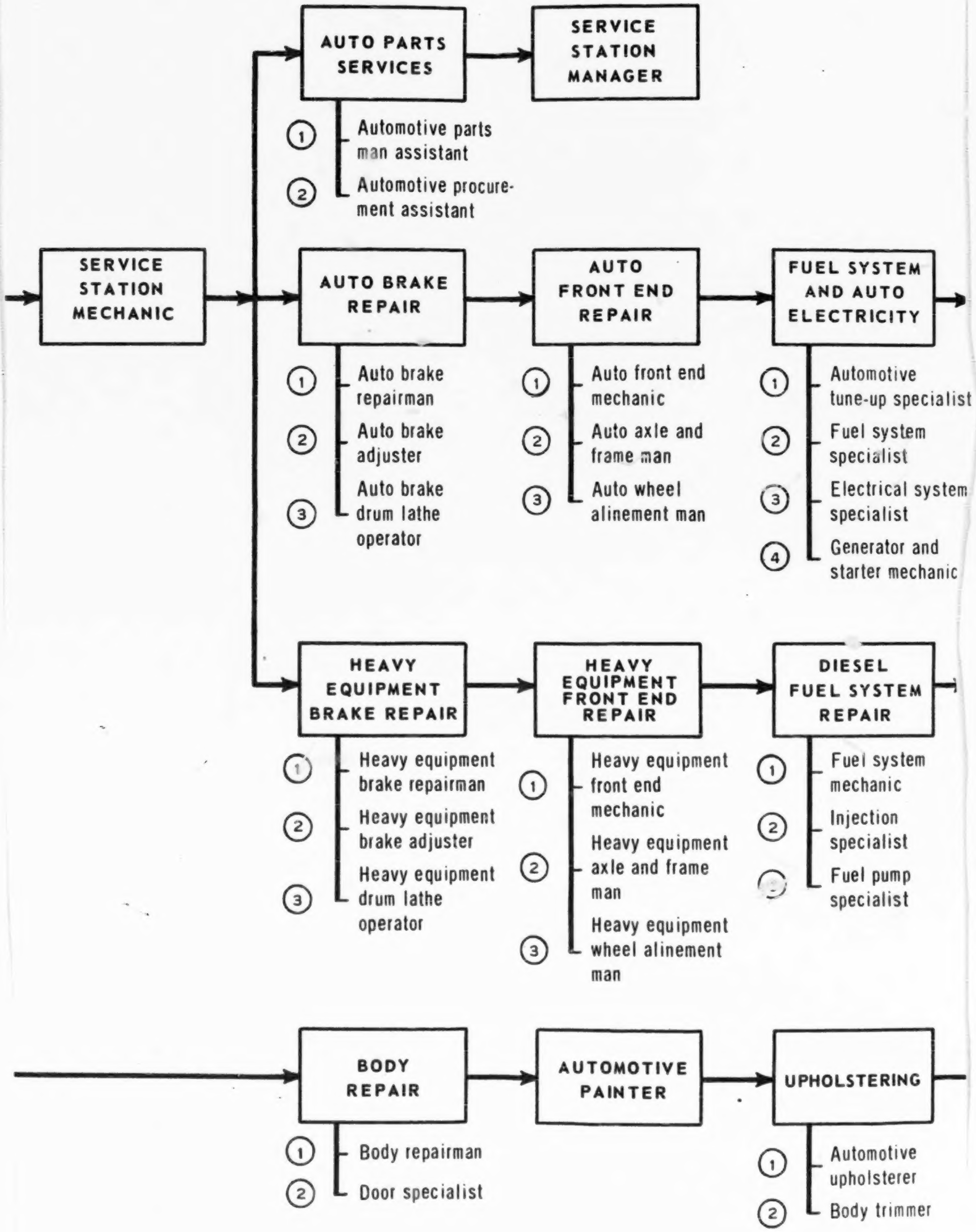
Charts outlining the proposed courses of study, the employment objectives, and sample job descriptions are reproduced here with the permission of Philco Corporation and Interstate United Corporation to provide an overview of the vocational training programs.

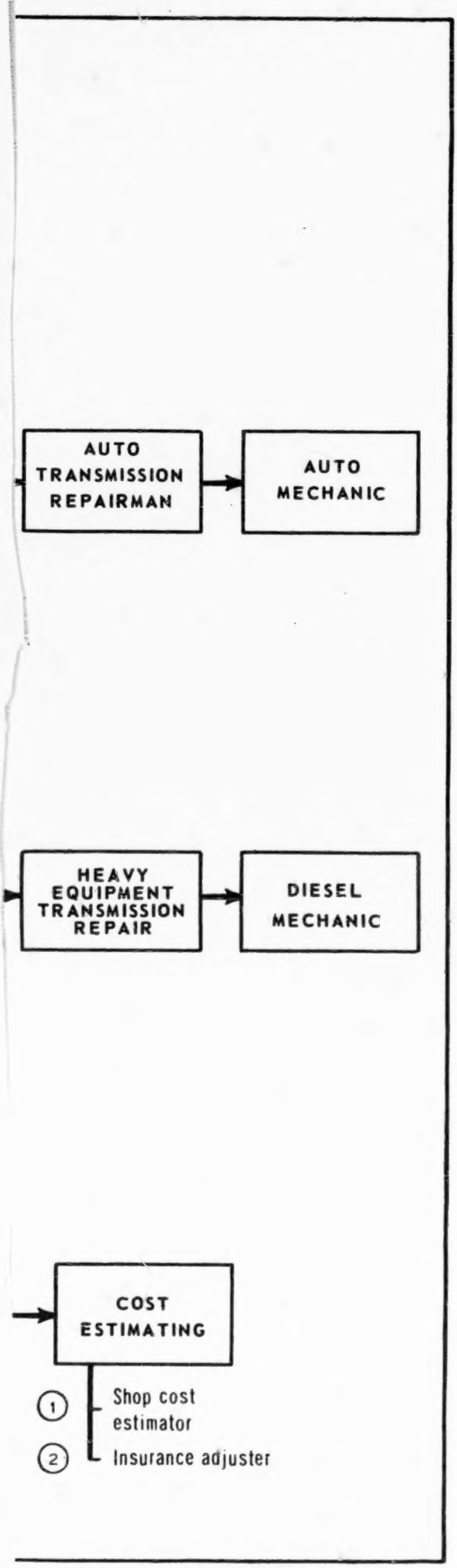
AUTO/DIESEL COURSES AND OCCUPATIONS


WORK EVALUATION
SHOP PRACTICES AND SAFETY
SERVICE STATION OPERATION
① Automotive accessories installer
② Automotive mechanics helper
③ Automotive light assembler
④ Automotive parts inspector
① Service station attendant
② Gas and oil man

NOTES: *Job levels (light-lined blocks).*

Job opportunities indicated by (No.)


SERVICE STATION MECHANIC
AUTO PARTS SERVICES
SERVICE STATION MANAGER
① Automotive parts man assistant
② Automotive procurement assistant
AUTO BRAKE REPAIR
① Auto brake repairman
② Auto brake adjuster
③ Auto brake drum lathe operator
AUTO FRONT END REPAIR
① Auto front end mechanic
② Auto axle and frame man
③ Auto wheel alinement man
FUEL SYSTEM AND AUTO ELECTRICITY
① Automotive tune-up specialist
② Fuel system specialist
③ Electrical system specialist
④ Generator and starter mechanic
HEAVY EQUIPMENT BRAKE REPAIR
① Heavy equipment brake repairman
② Heavy equipment brake adjuster
③ Heavy equipment drum lathe operator
HEAVY EQUIPMENT FRONT END REPAIR
① Heavy equipment front end mechanic
② Heavy equipment axle and frame man
③ Heavy equipment wheel alinement man
DIESEL FUEL SYSTEM REPAIR
① Fuel system mechanic
② Injection specialist
③ Fuel pump specialist
BODY REPAIR
① Body repairman
② Door specialist
AUTOMOTIVE PAINTER
UPHOLSTERING
① Automotive upholsterer
② Body trimmer


AUTO TRANSMISSION REPAIRMAN
AUTO MECHANIC
HEAVY EQUIPMENT TRANSMISSION REPAIR
DIESEL MECHANIC
COST ESTIMATING
① Shop cost estimator
② Insurance adjuster

Automotive and Deisel Occupations

Automotive Accessories Installer - Installs heaters, thermostats, windshield wipers, defrosters, and other automobile accessories. Assembles and fits accessories on automobiles, drills and taps holes, tightens bolts, and performs other duties to install acessories.

Automotive Mechanic's Helper - Assists automobile mechanic by performing lesser skilled duties involved in automobile repair and maintenance, such as greasing and oiling cars and trucks and making minor adjustments and repairs under close direction of automobile mechanic.

Automotive Light Assembler - Assembles automobile lights using hand tools such as screwdriver, hammer, wrench, and pliers.

Auto Parts Inspector - A general term applied to a worker who inspects auto parts for flaws, dimensions, and hardness by the use of instruments.

Automotive Parts Man Assistant - Sells replacement parts and accessories. Establishes controls and schedules priority on all work, materials, and labor utilization by analysis of work orders and requests and material availability.

Evaluates deviation from standards plans, and estimates to determine causes and effects on the maintenance and repair function.

Automotive Parts Procurement Assistant - Orders, maintains inventory, and identifies deficiencies in material and material consumption. Performs coordination and liaison between various repair and utility shop material activities.

Gas and Oil Man - Refuels and oils motor vehicles such as trucks and buses in a company garage. Keeps records of mileage, of gas and oil supplied to each vehicle, and of supplies of gasoline and oil in storage tanks.

Service Station Attendant - Greets customers; cleans windows; pumps gas; checks oil, radiator, and battery; handles cash and credit cards; and examines vehicles and equipment by visual or auditory means to determine malfunctions.

Service Station Mechanic - Determines: general condition of vehicle (including engine), causes of any malfunctions, and extent of needed repairs. Greases cars, changes oil, adjusts brakes, replaces or tightens fan belts and hoses, and replaces light bulbs. Checks for broken or defective ignition system wiring, and tests voltage regulators, generators, and starters.

Service Manager - Assigns repairman specific functions such as troubleshooting, inspection, and repair of automotive equipment. Establishes priorities for maintenance and repair functions. Observes performance of subordinates in inspection, overhaul, repair, and modification of vehicles.

Body Repairman - Straightens and repairs damaged automotive body parts. Welds cracks and forges welds on outer panels and fenders. Shrinks stretched body panels, and repairs creases and dents. Smooths leaded areas with portable disc grinder, hand files, and sheet abrasives until uniform in contour with adjoining area.

Door Specialist - Same as Body Repairman, except specializes in repair of doors.

Automotive Painter - Prepares surfaces for painting, and paints vehicles and equipment.

Automobile Upholsterer - Repairs or replaces upholstery and fabric tops on automobiles and trucks.

Body Trimmer - Repairs seats, cushions, curtains, and shades of vehicles, such as buses and streetcars. Inspects, adjusts, and makes minor repairs to doors, windows, and other interior furnishings.

Cost Estimator - Supervises automotive body repair and refinishing personnel. Establishes work methods, standards, and controls.

Insurance Adjuster - Investigates claims of losses, and determines the extent of loss or damage. Adjusts claims by allowing repair or replacing lost or damaged goods.

Auto Brake Repairman - Tests and adjusts brakes, and repairs and relines them. Can repair any part of the auto brake system, including the hydraulic system.

Auto Brake Adjuster - Tests brakes on brake tester, and makes minor adjustments to equalize or increase braking action.

Auto Brake Lathe Operator - Relines brakes. Examines brake drum for wear and, if necessary, machines drum to true surface.

Auto Front End Mechanic - Tests for, and corrects, faulty alinement of auto frames, wheels, axles, and steering mechanism. Corrects defects, using replacement parts and hydraulic jacks, chassis aliner, wrenches, and other mechanical devices and tools.

Auto Axle and Frame Man - Specializes in the testing and repair of automobile axles and frames.

Auto-Wheel Alinement - Specializes in automobile wheel alinement; uses alinement tester, and makes light adjustments by using hand tools.

Fuel System Specialist - Specializes in fuel system overhaul, including carburetor rehabilitation, fuel pump repair/replacement, cleaning and replacement of fuel lines and filters. and repair of fuel tank.

Generator and Starter Mechanic - Tests and repairs automobile generators and starters, performing such duties as checking operation, disassembling, and repairing or replacing defective parts.

Electrical Specialist - Repairs and installs ignition systems, starters, coils, panel instruments, wiring, and other electrical systems and equipment on automobile.

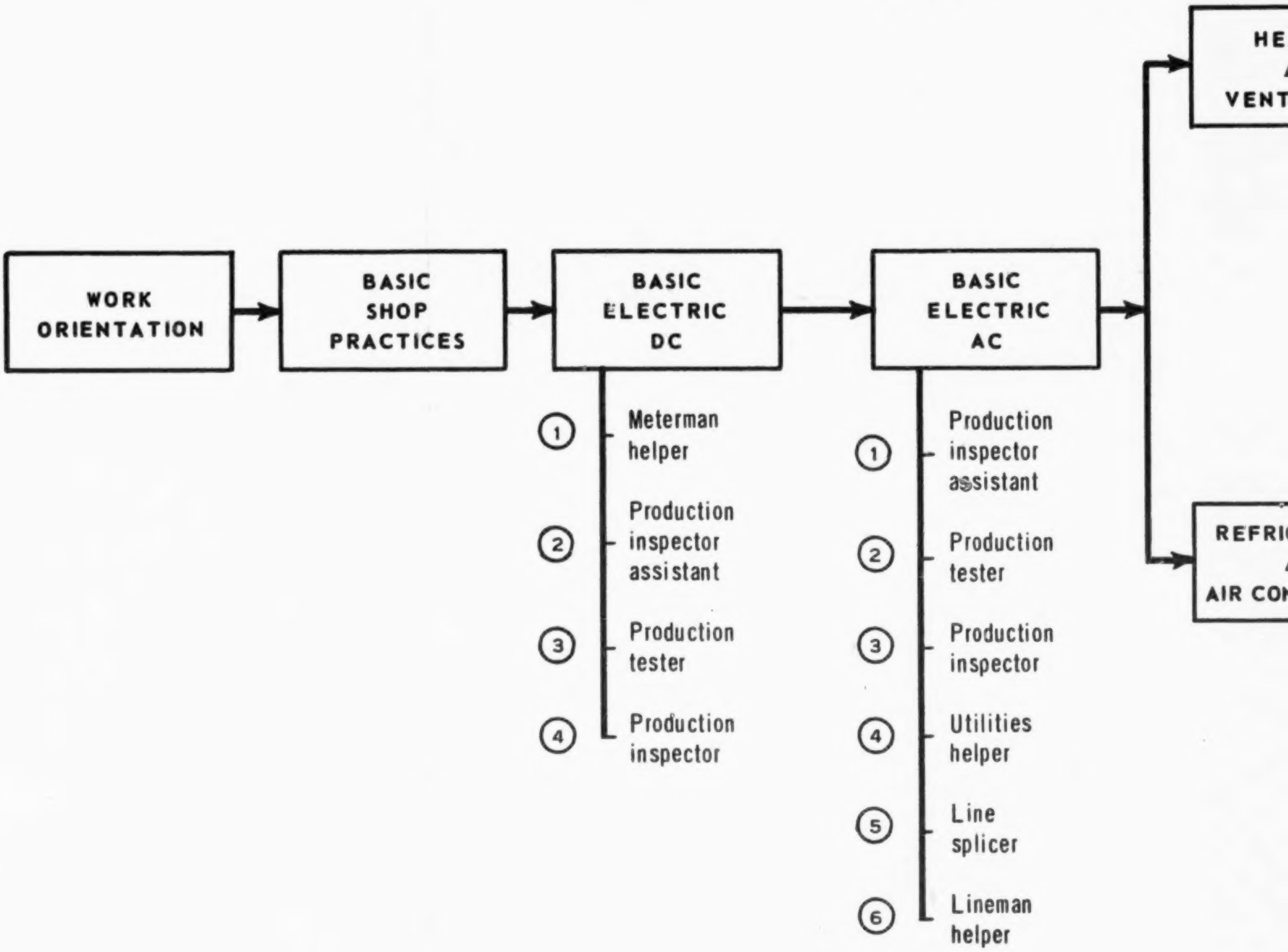
Motor Tune-up Specialist - Adjusts carburetor, corrects timing, and performs other motor adjustments, using hand tools.

Transmission Repairman - Specializes in rebuilding defective automobile transmission units. Disassembles defective units into component parts, such as transmission cases, lever assemblies, shafts, gears, and bearings, using mechanic's hand tools. Replaces burned, broken, or worn parts with new or rebuilt parts, and reassembles the unit.

Auto Mechanic - Performs light and heavy repair and has the ability to diagnose and locate troubles and to make the right adjustments and replacements. Inspects, troubleshoots, tests, and repairs gas engines, engine fuel systems, electrical and ignition systems, and all chassis units including transmissions, transfer cases, clutches, front and rear axles, frames, brakes, steering, and suspension systems.

Diesel Specialties - The job descriptions falling in this category are similar to those given for the Automotive Specialties, except that they deal with heavy equipment and diesel engines.

HEATING/AIR CONDITIONING/ REFRIGERATION COURSES AND OCCUPATIONS


WORK ORIENTATION
BASIC SHOP PRACTICES
BASIC ELECTRIC DC
① Meterman helper
② Production inspector assistant
③ Production tester
④ Production inspector
BASIC ELECTRIC AC
① Production inspector assistant
② Production tester
③ Production inspector
④ Utilities helper
⑤ Line splicer
⑥ Lineman helper
HE
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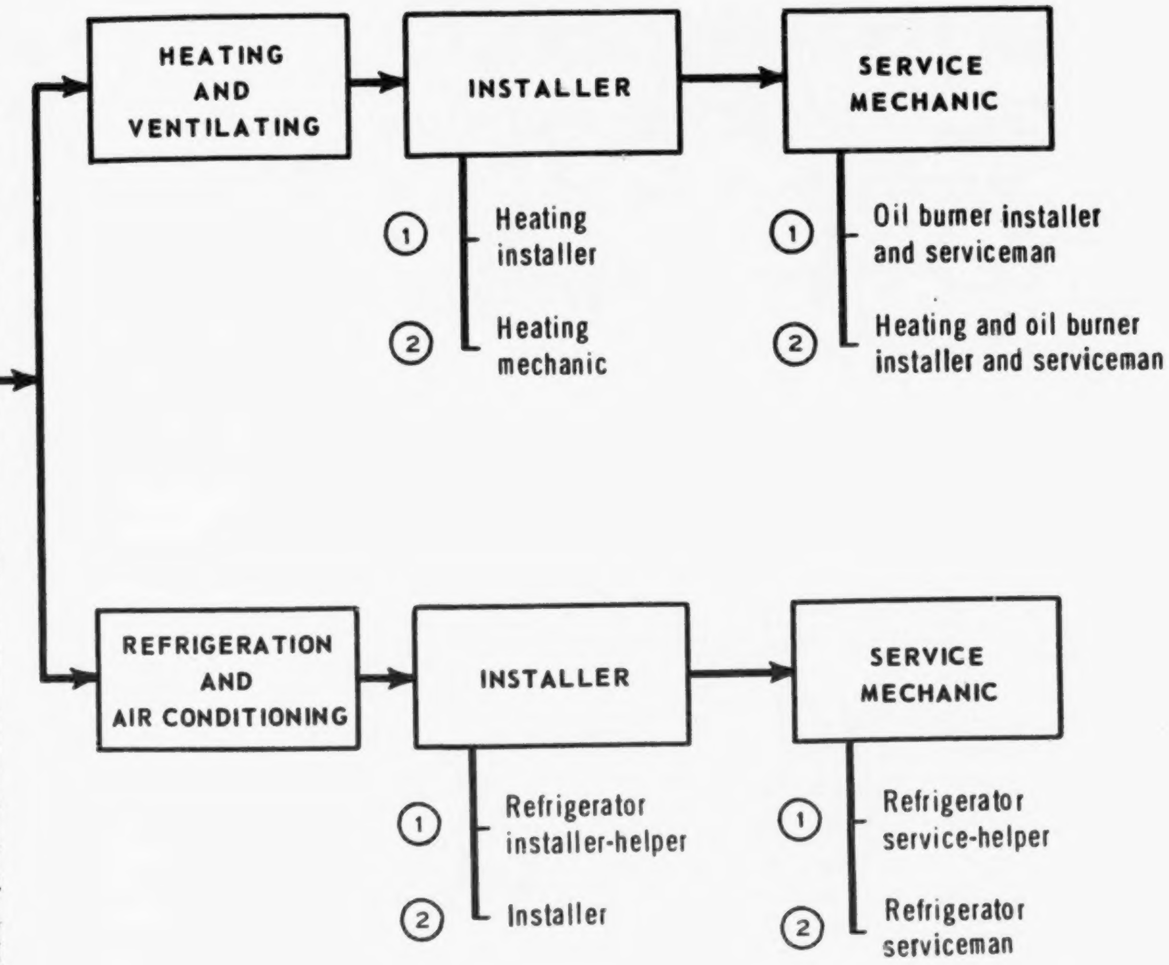
HEATING AND VENTILATING
INSTALLER
SERVICE MECHANIC
① Heating installer
② Heating mechanic
① Oil burner installer and serviceman
② Heating and oil burner installer and serviceman
REFRIGERATION AND AIR CONDITIONING
INSTALLER
SERVICE MECHANIC
① Refrigerator installer-helper
② Installer
① Refrigerator service-helper
② Refrigerator serviceman

Heating - Air Conditioning - Refrigeration Occupations

Meterman's Helper - Assists skilled specialists in the maintenance, repair, and installation of electric meters. Paints meters or metering equipment used for making load and voltage surveys. Packs, unpacks, and transports meters or meter parts.

Assistant Production Inspector (AC or DC) - Inspects and tests installed electrical equipment; verifies wiring with blueprints. Examines conditions of wires, measures curvature of conduit bends. Inspects installation of motors and conduit boxes.

Production Tester (AC or DC) - Tests and adjusts DC or AC electrical equipment and accessories prior to installation, using testing equipment and hand tools. Examines and tests DC or AC electrical installations.

Production Inspector (AC or DC) - Supervises production and testing of meter installations. Inspects meters and electrical appliances for conformance to specifications and safety standards. Consults with wiring contractors concerning wiring of buildings to accommodate electric meter installations.

Utilities Helper - Performs routine tasks associated with utilities systems; assists skilled workmen in installation, operation, and maintenance of electrical systems and equipment.

Electrical Line Splicer - Splices single or multiple conducting cables used in electrical testing; joins copper conductor wires at junction breaks in cables by interweaving strands. Splices steel shroud, tests cables.

Lineman Helper - Aids in setting up overhead electric lines by digging holes with a shovel, raising poles by means of a hand winch, tamping dirt around bottom of pole to hold it in place, and passing correct tools and equipment from ground to pole.

Warm Air Heating Installer - Installs residential and industrial warm air heating system components and equipment. Examines and interprets detailed blueprints, drawings, and specifications for warm air heating units. Places heating units and blowers in position. Assembles gun type or gravity feed type oil burners. Connects heating and exhaust outlets to air ducts and installs manual controls.

Warm Air Heating Mechanic - Maintains and repairs warm air heating systems. Maintains system components such as furnaces, distribution systems, ducts, blowers, and pumps. Performs unit maintenance, such as adjustment for starting, timing, recycling, and safety switches. Calibrates thermostat and airostat, and cleans, adjusts, or replaces components. Performs gas-burning unit maintenance functions, such as cleaning, adjusting, or replacing parts. Uses and interprets instruments and equipment to detect heating system malfunctions and adjust system components.

Oil Burner Installation and Service Man - Installs automatic oil burners in furnaces in homes or commercial establishments, and services burners after installation: Sets up oil-storage tanks, installs burner plumbing.

Service Mechanic - Checks calibration of thermostats and cleans contact points. Makes adjustments to oil pumps. Tests and adjusts starting, timing, recycling, and safety switches. Inspects and cleans burners, atomizing cups, and nozzles. Repairs and installs heating and ventilating ducts and cuts, forms, and rivets, or solders sheet metal patches in place to make air- or dust-tight joints. Installs sections and lines of ducts. Installs or replaces heating and ventilating parts.

Refrigeration and Air Conditioning Installer Helper - Performs routine tasks in maintenance, operations, and repair of refrigeration and air conditioning systems and equipment. Assists skilled workmen in installation, operation, and maintenance of refrigeration and air conditioning systems and equipment. Cleans and lubricates tools and equipment; procures and sorts materials; holds and carries tools and equipment; cuts and drills materials.

Air Conditioning and Refrigeration Installer - Installs, aligns, and adjusts components and equipment, such as compressors, condensers, electric motors, tubing, valves, ducts, electrical wiring, and electrical controls of air conditioning, heating, and cooling systems. Installs mechnical, pneumatic, and electrical sensing and switching devices designed to control flow and temperature of air, refrigerants, or working fluids.

Air Conditioning and Refrigeration Mechanics - Installs and services the equipment. Performs routine maintenance, and troubleshoots for any malfunctions of the systems. Uses the required test equipment. Performs the necessary sheet metal requirements to install duct work, wiring of motors and controls, and other necessary requirements.

Office Machines Occupations

Utilities Helper - Performs routine tasks associated with utilities systems: Assists skilled workmen in installation, operation, and maintenance of electrical systems and equipment.

Tool Crib Helper - Carries by hand or transports on handtruck or other vehicle, tools, dies, instruments, or other equipment between the tool storage room and various workmen. May keep written records of tools and equipments issued to workmen.

Tool Crib Assistant - Tool Procurement Assistant - Is in charge of storing tools and equipment, such as wrenches, machine attachments, measuring devices, and power driven hand tools. Issues tools to, and receives them from, workmen. Keeps records of the receipt and issuance of tools.

Electrical Line Splicer - Splices single or multiple conducting cables used in electrical testing; joins copper conductor wires at junction points in cables by interweaving strands.

Industrial Solderer - Joins metal parts together by melting and applying solder (low-melting metal alloy): In applying solder along the edges of the surfaces to be joined, cleans surfaces by filing, grinding or buffing, or using a cleaning compound.

Wireman - Maintains and installs wiring connections on switchboards, control panels, fans, motors, generators, and starting devices for pumps, working from blueprints.

Cable Splicer Assistant - Assists cable splicer, performing routine duties usually of lesser skill, such as positioning cable splicer's cart, opening manholes, hanging splicer's platform, and providing tools and supplies to the splicers.

Chassis Assembler - Performs any of the following duties in assembling parts, such as condensers, sockets, and resistance units, in their proper location to form the chassis of an electronic unit; assembles various instruments in chassis, such as tuning instruments and indicating instruments.

Meterman's Helper - Assists skilled specialists in the maintenance, repair, and installation of electric meters. Paints meters or metering equipment used for making load and voltage surveys. Packs, unpacks, and transports meters or meter parts.

Assistant Production Inspector (AC or DC) - Inspects and tests installed electrical equipment; verifies wiring with blueprints. Examines condition of wires, measures curvature of conduit bends with scales and protractors. Inspects installations such as motors and conduit boxes.

Production Tester (AC or DC) - Tests and adjusts DC or AC electrical equipment and accessories prior to installation using testing equipment and hand tools. Examines and tests DC or AC electrical installations, such as motors, switchgears, and conduit boxes.

Production Inspector (AC or DC) - Supervises the production and testing of meter installations. Inspects newly installed meters and electrical appliances for conformance to specifications and safety standards. Consults with private electric wiring contractors concerning the wiring of buildings to accommodate electric meter installations.

Lineman Helper - Aids in setting up overhead electric lines for the transmission of electricity - by digging holes with a shovel, raising poles by means of a hand winch, tamping dirt around bottom of pole to hold it in place, and passing correct tools and equipment from ground to pole.

Typewriter Repairman - Maintenance and repair of manual and electric typewriters.

Adding Machine Repairman - Services and repairs adding machines.

Calculating Machine Repairman - Specializes in servicing calculating machines that are capable of performing various mathematical processes, such as multiplication, addition, division, and extraction of roots.

Cash Register Repairman - Specializes in the repair of mechanical and electrical cash registers.

Accounting/Bookkeeping Machine Repairman - Specializes in servicing of billing machines, bookkeeping, posting, or other types of accounting machines.

Dictating Machine Repairman - Specializes in servicing and repairing dictating machines.

Duplicating and Copying Machine Repairman - Specializes in servicing, maintaining, and repairing machines that duplicate written or typed matter by means of stencils, plates, tapes, or other devices.

Postage and Mailing Machine Repairman - Maintains and repairs such machines as postage meters, addressing and imprinting machines, and folding and inserting equipment. These are predominantly electro-mechanical devices.

Data Processing Equipment Serviceman - Installs, modifies, maintains, and repairs groups of machines used to process large volumes of accounting-statistical data. These men are the most skilled business machine servicemen. The machines that they service include mechanical and electromechanical devices of varying complexity, and highly complicated electronic computers. Servicemen who work on these machines must have a good basic knowledge of electricity, in addition to mechanical skill.

Appliance/Radio - TV Occupations

Utilities Helper - Performs routine tasks associated with utilities systems: Assists skilled workmen in installation, operation, and maintenance of electrical systems and equipment.

Tool Crib Helper - Carries by hand or transports on hand-truck or other vehicle, tools, dies, instruments, or other equipment between the tool storage room and various workmen. May keep written records of tools and equipments issued to workmen.

Tool Crib Assistant - Tool Procurement Assistant - Is in charge of storing tools and equipment, such as wrenches, machine attachments, measuring devices, and power driven hand tools. Issues tools to, and receives them from, workmen. Keeps records of the receipt and issuance of tools.

Electrical Line Splicer - Splices single or multiple conducting cables used in electrical testing; joins copper conductor wires at junction points in cables by interweaving strands.

Industrial Solderer - Joins metal parts together by melting and applying solder (low-melting metal alloy): In applying solder along the edges of the surfaces to be joined, cleans surfaces by filing, grinding or buffing, or using a cleaning compound.

Wireman - Maintains and installs wiring connections on switchboards, control panels, fans, motors, generators, and starting devices for pumps, working from blueprints.

Cable Splicer Assistant - Assists cable splicer, performing routine duties usually of lesser skill, such as positioning cable splicer's cart, opening manholes, hanging splicer's platform, and providing tools and supplies to the splicers.

Chassis Assembler - Performs any of the following duties in assembling parts, such as condensers, sockets, and resistance units, in their proper location to form the chassis of an electronic unit; assembles various instruments in chassis, such as tuning instruments and indicating instruments.

Meterman's Helper - Assists skilled specialists in the maintenance, repair, and installation of electric meters. Paints meters or metering equipment used for making load and voltage surveys. Packs, unpacks, and transports meters or meter parts.

Assistant Production Inspector (AC or DC) - Inspects and tests installed electrical equipment; verifies wiring with blueprints. Examines condition of wires, measures curvature of conduit bends with scales and protractors. Inspects installations such as motors and conduit boxes.

Production Tester (AC or DC) - Tests and adjusts DC or AC electrical equipment and accessories prior to installation, using test equipment and hand tools. Examines and tests DC or AC electrical installations, such as motors, switchgears, and conduit boxes.

Production Inspector (AC or DC) - Supervises the production and testing of meter installations. Inspects newly installed meters and electrical appliances for conformance to specifications and safety standards. Consults with private electric wiring contractors concerning the wiring of buildings to accommodate electric meter installations.

Meter Reader - Reads recording dials of electric meters, and writes on a meter card the figures as indicated by the meter index hands. Detects unauthorized connections. Records irregularities on special forms. May note on the meter card the amount of electricity consumed by subtracting the meter reading of the previous month from the meter reading he records. May investigate and report unusual conditions such as broken dial glass on meter, or diversion of power.

Lineman Helper - Aids in setting up overhead electric lines for the transmission of electricity. Performs such tasks as digging holes, raising poles by means of a hand winch, tamping dirt around bottom of pole to hold it in place, and passing correct tools and equipment from ground to pole by tying them to a line and pulling them within reach of a lineman.

Electronics Testman - Installs, inspects, repairs, operates, troubleshoots, overhauls, and modifies electronic/transistorized instrumentation systems, components, and associated equipment. Checks components and systems for serviceability prior to installation. Repairs and replaces faulty wiring, electrical connectors, and tubing to components and systems. Dissassembles units, and examines parts for damage and for possible causes of malfunction. Makes operational checks, tests, and troubleshoots instruments and electronic/transistorized instrument systems using various electrical/electronic meters and other test equipment.

Instrument Repairman - Cleans, adjusts, repairs, and calibrates electrical and electronic instruments and other delicate electrical and electronic apparatus, using machinists' and electricians' tools. Works at a bench or at location of the device being repaired.

Telephone Installer-Repairman - Installs, replaces, and maintains telephone and inter-office voice communications systems. Inspects, repairs, and replaces faulty wiring, telephones, or inter-office equipment. Disassembles and inspects phones for frayed or broken wires, missing or broken posts, poor electrical contacts, and for presence of excessive oil, grease, or dirt. Makes minor repairs, replacing bad wiring, broken diaphragms, etc. Replaces defective telephones. Checks external wiring on inter-office equipment, making minor repairs, or replacing defective wiring.

Radio-Television Helper - Installs high fidelity equipment, television sets, and roof antennas for television use. Adjusts television sets and corrects malfunctions limited to faulty tubes. Must be able to make decision whether to repair set in home or return to shop. Must be able to use basic test equipment and tube tester, tube layout drawings, and adjustment data.

Radio Repairman - Diagnoses unusual malfunctions. Isolates inoperative or malfunctioning equipment through standard systems checkout procedures, visual inspections, stak voltage checks, resistance measurements, and other tests using specialized equipment. Replaces and/or repairs radio equipment, such as HF transmitters and receivers, radio teletype, radio facsimile, VHF and UHF transceivers, using small hand tools, soldering irons, and specialized test equipment. Tunes and adjusts radio components in accordance with manufacturers' handbooks and local procedures.

Television Repairman - Installs, adjusts, and repairs television receivers of various brand names. Must be able to use related test equipment, schematics, and applicable technical data. Must be able to change and adjust tuners, picture tubes, deflection yokes, I-F, high voltage, video, sync, sound, and sweep circuits.

Small Appliance Repairman - Repairs simple electrical appliances, such as toasters, percolators, lamps, mixers, and irons. Examines appliance to be repaired and disassembles it, if necessary, to determine cause of defective operation. Replaces worn or defective parts. Tests appliance to determine if it will operate.

Major Appliance Repairman - Uses test equipment and related tools to install and repair electrical ranges, washers, dryers, and water pumps. Works with licensed electrician to make service entrance connections and other such connections required under electrical codes. Must be able to diagnose faults in motors, pumps, drive systems, timers, and overall equipment performance. Should be able to work alone and deal with customers both in the home and behind the counter.

Food Service Occupations

Cafeteria Service Worker - Prepares beverages (coffee, tea, soft drinks, etc.); cuts cakes and pies; "plates" desserts; prepares salad plates; prepares sandwiches and other cold foods. Serves hot and cold foods, beverages and desserts to cafeteria patrons.

Short Order Cook - Prepares hamburgers, frankfurters and other grilled items. Prepares french fries and other deep fat fried items. Prepares eggs, omelettes, pancakes, etc., and other breakfast items.

Second Cook - Prepares foods requiring lesser skills (roasts, broils, vegetables) and assists First Cook and/or Chef in preparing foods requiring advanced skills (sauces, soups, etc.). Performs general "dish up" service to waiters and waitresses. Assists in supervising work of general kitchen help.

First Cook - Prepares all foods required for full menu production including soup and sauces, roasts and broiler items, specialty dishes, vegetables and some desserts. Supervises and assists in instruction of lesser culinary personnel assigned to his area of work.

Chef - Prepares all specialty items. Supervises preparation of all menu items. Performs administrative work required to review and perfect recipes. Assists management in employee training, purchasing, and cost control.

Steward - Takes inventories of all foods and food service supplies. Prepares orders for all categories of food and supplies. Receives and records bids from suppliers. Maintains cost control records. Supervises sanitation and maintenance of all storage areas.

Assistant Manager - Supervises work of cooks, waiters, general utility workers, stewards and other food service personnel. Prepares work schedules, cashiers' reports, cost control reports and other similar administrative work. Often acts as shift supervisor or night manager of a multi-shift operation. Assists in training all culinary personnel.

Vending Machine Service Occupations

Vending Mechanic - Performs general repair work on all types of vending machines - heated and/or refrigerated - beverage, candy/pastry and cigarettes. May specialize in one aspect of machine repair (refrigerator, coin mechanisms, etc.) at a branch or central repair shop. Performs work on location of a general nature when problems are beyond the ability of a routeman.

Vending Routeman - Services and loads candy, cigarette, soda, coffee, pastry, food, and other machines placed at multiple locations. Drives a light truck or small vehicle. Prepares administrative forms relevant to control of inventory and cash for all machines.

Resident Vending Manager - Performs the combined services of vending mechanic and vending routeman where all types of machines, in multiples, are placed in a single location. Often supervises the work of one or two utility workers who do general clean-up duties. Performs administrative work relative to cash deposits, ordering, receiving, and inventories.

Assignment to Training Course and Ability Track

Trainees will be exposed to the various training courses during their orientation period in the project (see Recruitment and Intake Section). At the conclusion of this period, trainees will be assigned to a vocational training course, taking into account their interests and aptitudes. Once in a vocational training course, each trainee will be assigned to an ability track on the basis of his learning ability. Decisions about ability tracks will be based on the evaluation of the trainee's reading, mathematical, mechanical, and other abilities. As noted above, trainees who show rapid growth or serious problems may be moved to another more appropriate track.

Training Stipends

The TRY Project proposes to provide each youth actively engaged in the program with a training stipends of approximately $20.00 a week.

Based on the experience of the YMCA Youth and Work Project, it is proposed that the actual amount of payment be based on satisfactory participation in, and completion of, the full activities of the TRY Program during the week.

The budget planning for stipends was based on the YMCA Youth and Work experience and on numerous other Manpower Development and Training projects throughout the country. In the event that a higher stipend rate is set for MDTA and OEO projects, this would affect the TRY budget. It is important that TRY stipends be consistent with those of other projects.

Recognizing that all projects must conform to standards on stipends, a graduated stipend rate geared to the youth's progress in the program would be a very positive motivational tool. A progressive rate is proposed to be established as part of the TRY program.

Vocational Training - Instructional Staff

The vocational instructional staff for the first year of the project will be recruited and employed by the subcontractors. The training managers of each subcontractor will report directly to the TRY Manager of Vocational Training and Work Experience. Instructors will be selected on the basis of proven competence in the vocation. They will also be expected to have experience in training or supervision.

Facilities and Equipment

The facilities to be used for the Vocational Training courses include the Brooklyn YMCA Trade School located at 1121 Bedford Avenue, Brooklyn, and the basement and seventh floors of the Brooklyn Central YMCA located on Hanson Place, Brooklyn. All but the basement area of the Brooklyn Central Building were originally designed as educational training facilities.

Available vocational training equipment has been carefully evaluated. The budget for equipment reflects the cost of necessary additional items. Some saving on this amount may be realized through donations from industry, or through acceptable equipment being found in Government Surplus Storage.

Development of New Training Materials

The experience of the YMCA Youth and Work Project suggests that weaknesses will be found in vocational training during the first-year curricula. A major effort during the first year of operation will be directed toward identifying these gaps.

As part of the second-year proposal, TRY will submit a plan for developing new materials which are not already being prepared as parts of other projects.

The effective development of new training materials requires that the final learning objectives be clearly specified and that a careful analysis be made of the levels of skills and knowledge of the trainees entering. It is essential that curricula be based upon a detailed analysis of the skills to be learned, so that sub-skills can be taught in a series of small workable steps. This analysis will also facilitate continual evaluation and modification of the program.

Work Exploration And Self-Evaluation

An effective vocational training program for deprived youth must provide as broad an exposure to alternative occupations as possible, and it must provide most of this exposure through planned activities which offer a real taste of the jobs in the field and the skills required to perform them. Work on job-sample aptitude and interest evaluation procedures was begun by O'Rourke during the depression, and developed still further by rehabilitation psychologists and others. However, a comprehensive work exploration and evaluation system designed specifically for adolescents who have grown up in the culture of poverty still remains to be developed and tested. Such a program is planned as a second-year special project of TRY.

B - LIFE SKILLS EDUCATION

B - LIFE SKILLS EDUCATION

OBJECTIVES

As the name implies, Life Skills Education is a broad program to prepare young people for living effectively in the rapidly changing, complex world of urban, industrial, middle-twentieth-century America. Although a chief purpose is to provide relevant information and experience for acquiring the personal and social skills necessary to get, hold, and advance in jobs, particularly in service occupations, this unit's overall aim is to prepare the whole man for his future roles as worker, continuing learner, husband, father, and citizen. The Life Skills Education curriculum seeks to attack directly what Harrington (1962) calls the internal "culture of poverty" within each deprived youth. It does so by providing, through a series of carefully designed experiences, the basic integrated knowledge, understanding, and skills essential for living effectively in the "culture of achievement." Basic assumptions are that a sense of self-worth, which is all-important for continued growth, derives mainly from repeated experience of one's self as competent; and that people are most likely to engage in responsible self-direction when they can perceive and confront a variety of healthy alternative choices. Thus, this major program unit aims at creating a new culture within the project in which each trainee will experience positive attitudinal and behavioral changes that will, hopefully, persist through life.

THE EDUCATIONAL PROBLEM

The majority of trainees coming to the TRY Project will be high school drop-outs. They will come (as Reissman 1962 and others have described) with a negative attitude towards self-development, learning, and education based upon their previous school experience; poor reading and math skills; relatively little general information about their community and the society in which they must live and work; undeveloped interests and abilities; lack of formal knowledge in most disciplines; feelings of inadequacy based on lack of rewarded accomplishment; low frustration tolerance; a poor understanding of how to get, hold, and advance in a job; a suspicion of adults in general and authority figures such as employers, policemen, and teachers in particular.

The schools they attended were overcrowded and understaffed, permitting little attention to individual differences or special learning needs; the curriculum was inflexible and frequently unrelated to the severe problems the youth faced; and therefore the educational experience tended to be punishing, irrelevant, and unsuccessful at imparting to them the basic understanding and skills necessary for their continued development (Conant 1959, Mayer 1961).

Counseling services in these schools were inadequate, because of lack of sufficient staff, and counselors tended to use inappropriate middle-class methods such as talk-centered counseling, paper and pencil tests, and a counseling technique that assumed that the individual being counseled possessed a variety of internal resources that he could use in his own behalf if he could but clarify his problems. Although many of the schools' educational and counseling problems were due quite simply to lack of sufficient resources, a major cause was a failure on the part of the schools to relate effectively to the special educational problems of youth from disadvantaged homes. As a result, there has not been until fairly recently a significant effort to adapt educational theory and practice to accommodate the special needs of this population. The very size of the educational bureaucracy makes experimentation for innovation extremely difficult.

THEORETICAL ASSUMPTIONS OF GENERAL EDUCATION

Instruction in most schools today is based upon a "filter-down" theory of education derived from Greek traditions of liberal education. The "filter-down" theory assumes that learning starts with the general and moves toward the particular. This is essentially a deductive model. The implicit notion is that since schools cannot hope to prepare students specifically to deal with the vast number of life situations they will confront, it is better to attempt to impart a broad fund of knowledge which the student can draw upon when faced with a particular situation. A further assumption is that since knowledge tends to group itself by concepts and methodology and is grouped by scholars into subjects such as economics or reading, the best way to teach it is by those subject groupings.

As a natural consequence of these assumptions students attend separate classes in history and reading taught by subject specialists in each of these field. While some teachers are quite adept at helping students to see relationships between fields of knowledge with regard to particular problems and life situations; for the most part, the integration is left to the student.

The one acknowledged integrating service in the schools is performed by the counselor. Unfortunately, however, he frequently perceives his role as helping students to deal with the "nonintellectual," or emotional, side of life. Here the dichotomies and divisions are carried one step further. "Emotional problems" are often not seen as problems of facts and concepts but as problems of feeling. This approach consigns problems of knowledge to the classroom and problems of "emotional" learning to the counseling room. Unfortunately, "emotional problems" tend to be those rooted in the major areas of living such as family, employment, the police and the law, and the uses of leisure time. Since counseling takes place in one-hour sessions, at infrequent intervals, it cannot hope to help the student learn all he must in these areas. By default the student must shift for himself by learning what he needs to know wherever he can.

The average middle-class student has resources in his parents, his friends, his friends' parents, and his community organizations upon which he can draw to integrate his generalized knowledge and understanding and to gain specific assistance for particular situations. The disadvantaged youth, however, not only is deficient in the early experiences upon which much of the education and counseling to which he is exposed is based, but he has no informal out-of-school "tutors" to help him. The same is true, we suspect, of the "problem" middle-class student. It is not surprising that these youth make little progress in learning how to cope more effectively with the responsibilities of living.

THE THEORY OF LIFE SKILLS EDUCATION

The main purpose of Life Skills Education, as conceived for the TRY Project, is to provide disadvantaged adolescents with the understandings and concrete skills they need to handle their life responsibilities more effectively. The initial focus, therefore, is upon the Areas of Life Responsibility, and it is these that define the curriculum subject areas, rather than the more traditional subject groupings such as reading, economics or math (for a similar approach see Stratemeyer, et al., 1957). Basic to this design is the assumption that although there is a continuing interrelationship between general knowledge and particular knowledge, the student learns more effectively if he starts with the particular and moves toward the general. Thus it is essentially an inductive model. Such a "filter-up" theory assumes that concrete skills in successfully handling specific problems in living will generate a curiosity in the student for further knowledge and a competence for mastering more complex life situations. At the start, the student will learn to apply knowledge from traditional subject matter areas to practical situations. The effective handling of any of the Areas of Life Responsibility will require that the students learn subject matter from a variety of disciplines. For example, a student will learn that planning a home entails knowledge of math, reading, economics, geography, aesthetics, and many more subjects. By focusing on the situation in which the youth must apply integrated knowledge, the teacher forcefully demonstrates the pragmatic value of knowledge in each of these subject areas and can therefore more effectively motivate the student to want to acquire additional knowledge. Mastery of formal subject matter in each of the traditional subject areas can proceed as far as the student's abilities and the teacher's imagination will allow.

A curriculum based on the Areas of Life Responsibility in a setting such as the TRY Project will also make possible major changes in pedagogical methods. Curriculum groupings according to traditional subjects unfortunately lend themselves too easily to a sole reliance upon stock written materials and verbal means of presentation. Groupings according to Areas of Life Responsibility, on the other hand, lend themselves quite naturally to action projects in which the student himself plays a major role in discovering knowledge, trying out something new, writing his own materials, and following his own interests. The utility of knowledge and of learning can thus be forcefully demonstrated.

The Integration of Teaching and Counseling

Perhaps the major advantage of Life Skills Education is that, in addition to combining the traditional subject disciplines, it will integrate the functions of teaching and counseling and thereby promote a unity of "intellectual" and "emotional" understanding. As indicated in the theoretical discussion at the beginning of the proposal, Life Skills Education assumes that a belief, no matter how emotionally laden, is cognitively based and therefore can be cognitively changed. It also assumes that a person changes his own beliefs by internalizing new knowledge through a process of self-questioning, searching, trying, and adjusting his thinking and behavior by utilizing feedback about the consequences of his beliefs, thoughts, and actions.

From traditional education, Life Skills Education takes the concept of curriculum, i.e., a planned sequence of experiences utilizing a variety of materials and visual aids. From traditional counseling it takes the concern for individual differences, an understanding of individual and group dynamics, and the techniques of catharsis, reflection, and interpretation. From scientific methodology, it takes inductive-deductive modes of thinking and, in particular, the concept of "feedback." As such, it attempts to approximate the basic concepts of progressive education described by Dewey as "guided exploration." (It might be argued that effective counseling and effective teaching as traditionally practiced do permit some guided exploration. However, conditions within the schools and the community do not foster exploration for disadvantaged adolescents. [Youth in the Ghetto - Haryou Inc., 1964] Further, these youth are easily bored with purely verbal exchanges and are not adept at dealing with abstractions.)

Milieu-Stimulus Counseling

The basic process underlying Life Skills Education can be described as milieu-stimulus counseling. This term refers to the fact that the 24-hour-a-day environment, or milieu, of the TRY Project will be used to stimulate the trainees systematically to perceive, think, and behave differently by a series of planned experiences. Since learning can take place at any time, the trainee can arrive at new understandings about himself while engaging in vocational training, relaxing when in the residence hall, or participating in recreation. The whole project is in effect a laboratory in which the trainee can test out new ideas about himself. Since many of the experiences will be unfamiliar to the trainee and many of his reactions will seem strange, he will need assistance in sorting out and reflecting upon what he has experienced. The opportunity to do just that is provided for in the Life Skills Education group sessions and in the individual counseling sessions. For nonverbal adolescents with limited personal resources, counseling can be much more effective if it takes place while the youth is confronting stimulating new experiences.

"Learning by doing" (Bruner 1963) implies that learning takes place when the individual is led to behave differently and is then helped to reflect on what has occurred.

Since peer group relationships are of utmost importance during adolescence, the small group will be used to advantage as the basic unit for Life Skills Education. Group sessions will be followed by individual counseling sessions with each trainee. With a relatively small student-teacher ratio, with a Life Responsibility-centered curriculum, and with a series of implementing action projects, the Life Skills Education unit will be in an excellent position to bring about the kinds of learning within each youth that his previous school could not provide.

CURRICULUM DESIGN

If disadvantaged adolescents from deprived areas are to become self-supporting, responsible citizens instead of dependent, antisocial members of a ghetto community, they must have the opportunity to learn new standards of excellence in every important area of living. Since the typical disadvantaged adolescent school drop-out is a nearsighted pragmatist who is interested only in what is useful to him in dealing with the problems he faces, the curriculum must be problem-centered. Since, as was found in the YMCA Youth and Work Project, there is a wide range of ability in the adolescent drop-out population, there must be different ability tracks which can be flexibly scheduled to accommodate differences in motivation, learning speed, reading readiness, etc.

Since he does not currently have the ability to integrate knowledge from a variety of subject disciplines, he must be able to acquire knowledge in an integrated form. And since he has already rejected traditional schooling, which tended to treat him as a passive learner, he must be encouraged to explore, discover, and actively participate in his own education.

The Life Skills Education curriculum, therefore, is designed to expose each trainee to a series of planned, graded experiences in each of the Areas of Life Responsibility. These experiences will enable him to derive and apply knowledge from each of the Domains of Knowledge through a variety of Educational Activities followed by Individual and Group Counseling sessions. As a result, he will acquire new skills for dealing with his responsibilities and problems and eventually perform better as a worker, student, son-husband-father, and citizen. (For an overview of the Life Skills Curriculum Design pull out the following exhibit. This should be read in conjunction with the following discussion.)

Areas of Life Responsibility - Goals for Trainees

As indicated previously, the Life Skills Education curriculum is so constructed that each of the important Areas of Life Responsibility comprise the curriculum units. Through this planned sequence of experiences, a concerted effort will be made to encourage each youth to implement a personal program of development in each of the following Areas of Life Responsibility:

1. Developing and maintaining the self: Learning to identify, resolve, prevent, and get further help for psychological and physical problems.

2. Managing a career: Learning how to assess one's own interests, aptitudes, and abilities; develop them further through training and experience; become informed about the demands and challenges of a number of occupations and career lines; choose an occupation; and get, hold, and advance in a job.

3. Using leisure time productively: Learning how to use free time productively for personal development and social benefit.

4. Managing home and family responsibilities: Learning a new masculine leadership role as husband and father in order to prevent transmission to the next generation of the worst of the culture of poverty.

5. Participating effectively in the community: Learning how to live more effectively in the big city; locating, understanding, and using the resources of the city and its institutions for one's own and others' benefit.

These five headings are the major units of the curriculum. Under each is clustered a group of life skills, which are described more fully in the curriculum outline (see appendix).

Application of Principles And Theory From Traditional Subject Disciplines - Domains of Knowledge

Each of the curriculum units and subunits will draw upon concepts and subject matter from a variety of traditional disciplines such as psychology, sociology, economics, politics, and history. However, as indicated, the facts and concepts presented will be directly related to the life skill problem under consideration and will usually be drawn simultaneously from several disciplines. To illustrate: economics, for example, will not be taught on Thursdays at 2 p.m. each week, but when relevant to particular life situations such as doing comparative shopping, figuring out job benefits and income taxes, visiting a place of business, or learning how to budget. Reading, unless specialized instruction is necessary to overcome severe deficiencies, will be incorporated in graded lessons about health, jobs, the police, housing, etc. When fully planned and detailed, the curriculum will not only include extensive subject matter from each of the disciplines, but there will also be a periodic reinforcement and review of the subject matter covered. With appropriate ability groupings or tracks, students needing intensive work in reading, for example, will move at a slower pace through the curriculum in smaller classes than the others and additional aids such as the Edison Responsive Environment reading equipment will be made available to them. More advanced students will be exposed to sufficient material to enable them to qualify for the high school equivalency diploma or to pass college board examinations.

Traditional subject disciplines are clustered in three general domains of knowledge: Communications and Computational Skills, The Growing Self, and The Changing Society. These are described very briefly on the following pages to illustrate the diversity of topics that will be drawn from each for inclusion as elements in the curriculum outline (Areas of Life Responsibility) unit plans and lesson plans.

Communication and computation skills: The ability to send and receive messages clearly through speaking, reading, writing, and nonverbal means and to use math is an essential tool for dealing with almost every life responsibility and for acquiring more knowledge. The curriculum will demonstrate the importance of gaining knowledge and skill in each of the subjects and provide experiences to develop them. The following is an outline of the various subject areas and examples of major tasks that will be a part of daily lesson plans:

> Speech: Improving self-image by learning better voice and diction; learning how to speak effectively, individually and in groups; learning how to organize, compose, and deliver what one wants to say; conducting interviews; learning how to debate, argue, persuade, listen; analyzing messages from other people and the mass media; understanding and using the group process.
>
> Reading: Sounding out new words phonetically, using standard English correctly, broadening one's vocabulary, following directions, improving one's comprehension, etc.

Writing: Organizing one's thoughts; learning descriptive, informative, and persuasive writing styles; improving penmanship and spelling.

Math: Learning how to add, subtract, multiply, and divide integers, fractions, decimals, and percentages.

Examples of major tasks: Filling out applications; interviewing and being interviewed for a job; following directions; using dictionaries, want-ad columns, and reference books; describing objects and events orally and in writing; using shop math.

The growing self: Self-development requires the capacity to describe and evaluate oneself accurately on a continuing basis. This involves knowledge of physical and psychological processes and an awareness of one's own and others' needs. Knowledge of the growing self will also be a major part of the input to the curriculum Areas of Life Responsibilities. The following is an outline of the various subject areas and examples of major tasks that will be a part of daily lesson plans:

Psychology of development: The normal patterns of social, emotional, physical, and mental growth from birth to maturity; how one can help himself grow.

Personality: What governs behavior; how man learns; basic perception; what ethical questions effective individuals must confront?

Biology: How the body works; how one takes care of it; the physiology and the psychology of sex; common diseases; effects of abusing the body with liquor, drugs, cigarettes.

Grooming and personal appearance: What one communicates to others by clothes, posture, bearing; how to improve one's overall appearance.

Careers: Why people work; occupation as a way of life; how to assess aptitudes, interests, and abilities; educational requirements of occupations; realities of the present employment situation.

Marriage and family: Meaning of marriage; responsibilities of being a father; how some effective husbands and fathers behave; needs of wives and children.

Personal economics: Constructing a budget; saving and spending within limits; comparative buying; the advantages of long-term buying of food, etc.

Group dynamics: What the various kinds of groups are; what can best explain what goes on in groups.

Examples of major tasks: Taking aptitude and achievement tests; writing descriptions of the self and others; conducting personal interviews of other trainees, staff, and community leaders, and being in turn interviewed by them; role playing to understand sensitive job and personal relationships.

The changing society: Living effectively in the big city requires a knowledge of the institutional, social, and cultural resources of the community. The current revolutions in automation, transportation, communication, the production of knowledge, and human rights are bringing about rapid changes in our society. The alert citizen who knows about the problems of the city and its people can adapt to these changes and learn through what legitimate means even further improvements may be made. Knowledge of the city and the society is essential for effective citizenship and for employing community resources in one's own and others' behalf. Many of the Areas of Life Responsibility of the curriculum will draw knowledge from the following areas.

Geography: What major institutions and transportation systems are located in Bedford-Stuyvesant; how Bedford-Stuyvesant relates to Brooklyn, to New York City, to New York State, and to the nation. Institutions that can be located are schools and colleges, major housing projects, business and industry, places of government, etc.

Politics: The nature and history of our democracy; use of a vote for a party as a means of self expression; processes of lawful change; who the local representatives, citywide, statewide, nationally, are and what they do.

Law: What major laws affect us; what the role of the police is; what the rights of citizens are; what the procedures of arrest, trial, probation, etc., are.

Economics: How loan sharks operate; how to get credit; how business and industry work; what occupations exist and what the qualifications for them are; why education is important for employment; where one can get assistance in getting a job.

Anthropology: The lessons to be learned by comparing our family structure, government, leisure pursuits, and educational system with those of other societies; what implication the matriarchal family structure of the Negro has to the Negro youth.

Sociology of institutions: What a chain of command is; what produces stability or change in institutions;

how institutions affect and are affected by the community.

Sociology: Who the people making up the community are and their occupations, education, history, living arrangements, etc.; what the "melting pot" means and what the strengths of diversity in the United States are.

Heritage: The history of the Negro, the Puerto Rican, and other groups. What contributions minority groups have made to our society.

Mass communications: How our newspapers, television, radio, and magazines are run; how they communicate, to whom, and with what effect; how to use them effectively.

Examples of major tasks: Making field trips to institutions; conducting surveys; interviewing community leaders; studying lives of men of achievement at all levels (particularly lower middle-class, self-supporting men in several occupations); visiting middle-class homes; becoming members of local clubs, churches, organizations, etc.

EDUCATIONAL ACTIVITIES

Life Skills Education is an activity program. Instead of being a passive recipient of knowledge, the trainee will be actively engaged in deriving, collecting, discovering, and utilizing information to solve problems. In mastering a typical curriculum unit, he will be discussing the subject, analyzing what has been said by others, reading graded materials, viewing films and visual presentations, broadening his experience with the subject, and gaining information by conducting surveys, engaging in role playing, taking field trips, and interviewing people. He will be writing reports and making films and presenting these to the group, to staff members, and even to city officials. He will be researching, comparing, planning, computing, observing, thinking, dramatizing, feeling, visiting, leading, following - in short, engaging in activities that fit into the broadest range of educational techniques.

CURRICULUM UNIT PLANS

As previously described, the major headings of the overall curriculum plan (refer again to first exhibit) are the Areas of Life Responsibility. Under each of these are listed several problem-topics. These subheadings represent the preliminary list of units for the Life Skills Education curriculum. A given unit plan may be covered in a few days, a week, or a few weeks. Lesson plans showing the life skill to be taught, the knowledge upon which it draws, and the educational activities that constitute the lesson will be developed later by the Life Skills Educators conducting the classes.

To illustrate, a typical unit plan is described below in such a manner as to demonstrate how the problem - in this case housing - will be approached and how the unit will permit the integration of a variety of skills and knowledge.

> Initially, students will be asked to discuss freely what they know about the housing conditions of Bedford-Stuyvesant and other urban areas. Most will probably recount their own experience in living in an apartment or housing project and describe what they have heard (language, social analysis, and self-expression in a group setting). The points of view described will then be analyzed by the group to determine what opinions seem true, what opinions need qualifying, and what additional information is needed. The group will then select the problems related to housing that they would like to know more about. Certain students can be assigned or can volunteer to read about these problems. Other students will interview people in the community and authorities on housing. Other students will study a good and a poor housing block (reading, interviewing, geography, sociology, and statistics). Students under supervision will examine the physical conditions of the building, make a survey of the numbers and kinds of people living there, interview the inhabitants about their problems, complaints, attitudes, etc., and write a group report (empirical methods, sociology, language and computational skills, psychology, economics, writing, history). Other students will examine the housing codes, reports, and plans of the city. The group as a whole will coordinate the findings from each subgroup in order to develop a more comprehensive picture of the housing situation. The group will then plan and write a critique of the housing situation in the area and the city's plans, and will describe constructive and realistic measures that might be taken to improve them (planning, analysis, synthesis, working cooperatively in groups, writing, speaking). Group members will interview housing inspectors, members of the real estate board, and public officials (social and personal skills to convey their ideas, descriptive and persuasive speech, interviewing, etc.).

Reports of the group's findings may then be published in the Project newspaper, delivered by the Project's radio or presented to government officials.

(An additional curriculum unit plan is illustrated in the pull-out exhibit at the end of this section entitled "The Policemen and Me.")

CURRICULUM DEVELOPMENT

It takes an average of two and a half to three years for the New York City Board of Education to develop a new curriculum with the assistance of full-time curriculum specialists and committees of teachers. The overall curriculum outline and the unit plans must therefore be considered rough preliminary statements of the Life Skills Education curriculum. What is needed is considerably more detail and the development of specific lesson plans for each day's work. More detailed statements of the curriculum outline and the unit plans will be developed during the tooling-up period for the Project. These will be modified as they are tested with students and as the detailed lesson plans are developed.

Quite obviously there will not be sufficient graded published materials to support this novel educational approach. It will be the function of the Curriculum Materials Development Unit to search for existing usable written materials and visual aids that can be incorporated immediately into the curriculum. A considerable amount of work will need to be expended in developing new written materials and visual aids especially designed for the disadvantaged adolescent population. Development and testing of these materials will take place throughout the first year of the Project. (See facing pull-out exhibit, "Curriculum Development Plan for Life Skills.")

PLAN OF OPERATION

Counseling

In order to ensure that sufficient attention is given to the growth of each trainee, the Life Skills classes will be followed by weekly group and individual counseling sessions, with additional sessions as needed. The functions of counseling are to give the trainee support and personal attention, to help him incorporate what he has been learning into his own life style, to trouble-shoot problems as they arise, to inform him on his progress, and to help him set new weekly goals for himself. The individual counseling sessions will enable Life Skills Educators to develop rapport with each trainee as an individual, to keep track of his progress, and to learn how the Life Skills Education curriculum must be adjusted to meet his needs more effectively. Care will be taken to protect the confidentiality of the counseling interview, however, information of a nonconfidential nature can play an important role in the program evaluation and feedback process. Trainees with serious psychological problems needing considerable attention will be referred for intensive counseling to the Learning Laboratory. It is anticipated that most of the typical counseling problems can be handled by Life Skills Educators in the usual counseling sessions. A video-tape unit, providing instantaneous feedback of group performance, will be integrated with Counseling and Life Skills Education classes.

Ability Tracks

Experience in the Youth and Work Project has shown that trainees in any typical training cycle tend to fall into four general groups:

1. A group of better than average trainability, which comprises about 25 percent of the trainee population and which has comparatively good reading and math skills, a positive attitude toward education, and the capacity for further schooling

2. A group of average trainability, which comprises about 45 percent of the trainee population, which has average math and reading ability and an ambivalent attitude toward education, but which responds well to individualized training

3. A group of below average trainability, which comprises about 25 percent of the population, has poor reading and math skills and a negative attitude toward education, and requires considerable personal attention

4. Finally, a special group made up of what we will call problem cases, which represents about 5 percent of the trainee population, has many serious problems with reading, math, interpersonal relations, and the police, and needs intensive individualized training.

The Life Skills Education curriculum will be designed for the first three ability groups. There will be differences in pacing, staffing, and method of presentation of material from track to track. The fourth group, which will in effect represent the educational rejects from the Training Resources for Youth program, will be treated as special cases by a Special Education Unit, staffed by reading and math specialists, therapists, social workers, and other specialists. The tracks will be flexible so that as a student shows progress or need for greater attention he can be moved from one track to another.

Learning Laboratory

As indicated above, it is assumed that the TRY Project, like any other educational system, will have its own educational rejects who are incapable of adjusting to the system. Special provisions will be made for this group to obtain intensive help in areas of greatest weaknesses. In the YMCA Youth and Work Project it was found that intensive help at the right time would often make it unnecessary to dismiss a trainee and could improve his motivation for learning so that he could function more independently later. (For detailed description see section titled "Special Projects.")

Materials Development Unit

There are at present very few curriculum materials available that are appropriately designed for the retraining of high school drop-outs. Moreover, the Life Skills Education curriculum will require materials that are specifically geared to the curriculum unit plans. Curriculum specialists will be employed to search for the best available existing materials, and to write and produce new materials, pamphlets, films, and other teaching aids. When it appears that the new materials development staff does not have the capability to produce particular kinds of materials, subcontracts will be let with publishing companies or curriculum development organizations or universities. The materials that will be needed right from the start of the training cycle will be developed during the tooling-up period. The need for other materials will emerge later in the program. (See "Special Projects" session.)

STAFF

Life Skills Educators

As indicated, the Life Skills Education program is an attempt to combine the teaching and counseling functions. Therefore, it will be staffed with individuals who are capable of performing both functions adequately and who can also assist in a variety of other functions such as leisure-time activities, research, or curriculum development. Thus, the instructional staff of the Life Skills Education Unit will be either qualified teachers or qualified counselors. Staff training obviously will be needed to help each of the Educators learn adequately the roles of the others. This is not, however, as difficult a task as it may seem at first glance, for truly effective teachers have always done some counseling and effective counselors have always done some teaching. The ratio of Life Skills Educators to students will be about 1 to 15. This is an average figure, however, since the high ability track will require less individual attention and the low ability track will require more, with a corresponding change in staff-student ratios.

Life Skills Education is well suited to the practice of team teaching. Teams will be organized in such a way as to take advantage of the diverse backgrounds of the Life Skills Educators, so that there can be a balance of expertise on each team. When the curriculum unit plan or lesson plan lends itself well to an emphasis on math or economics or politics, a teacher with a specialty in one of these fields can lead the session. Life Skills Educators with certain unique backgrounds can assist small groups of students in preparing their reports to the large group sessions (see the pull-out exhibit, "The Policemen and Me," at the end of this section).

Life Skills Specialists

Life Skills Educators will be supervised by Life Skills Specialists who have doctoral-level preparation and experience in education or psychology. It will be their job to ensure that the Life Skills Educators assigned to them are adequately trained and supervised for their roles as teachers and counselors. The Life Skills Specialists will also assist in program development, curriculum development, and research.

Life Skills Advisors

Persons who do not possess the requisite academic qualifications for teaching or counseling but whose experience and temperament indicate that they can relate to and communicate effectively with disadvantaged adolescents will be hired as Life Skills Aides. They will assist the Life Skills Educators in the classroom, in preparing materials and lesson plans, on field trips, and in counseling. They may be returning Peace Corps volunteers, ex-master sergeants, ex-foremen, or people who have worked as volunteers with youth.

SCHEDULE OF A TYPICAL LIFE SKILLS EDUCATOR

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	BREAKFAST						
8:00	Life Skills Education Program	Life Skills Education Program	Life Skills Education Program	Life Skills Education Program	Life Skills Education Program	Group Counseling	
10:00							
11:00							
12:00	LUNCH						
1:00	Staff Training	Lesson Planning and Supervision	Meeting - Vocational and Recreation Staff	Lesson Planning and Supervision	Reports and Research		
2:00		Counseling	Counseling	Counseling	Counseling		
3:00	Counseling						
4:00	Lesson Planning and Supervision		Lesson Planning and Supervision		Lesson Planning and Supervision		
5:00			Staff Meeting				
6:00-7:00	DINNER						
7:00-9:00		Recreation Supervision (Newspaper)		Recreation Supervision (Newspaper)			
9:00-10:00		Counseling		Counseling			

They will be supervised and given training for this position. In the second year, certain well-qualified trainee graduates will be selected as Life Skills Aides. (See "Special Projects" section.)

Staff Schedules

The Life Skills Educators will typically spend 3 hours per day implementing the Life Skills curriculum either in the classroom or out in the community on projects. They will spend the remaining 4 hours per day conducting individual counseling sessions, writing lesson plans, making reports, attending training or supervisory sessions, tutoring individual students, coordinating projects for individual students with the vocational instructors or other staff people, and assisting in recreational activities (see the facing exhibit showing a sample schedule).

EDUCATIONAL RESOURCES

Library

There will be two libraries in the Project, one for the staff and one for the trainees. The staff library will contain professional journals, books on educational theory and practice, and samples of curriculum materials that have been collected by the curriculum development staff. The trainee library will contain reference books, informational books, magazines, newspapers, pamphlets, and graded reading materials. There will also be provisions for listening to tape recordings and records.

Reading Laboratory

A major source of difficulty in the education of the disadvantaged adolescent is his serious reading deficiency. Lacking this basic skill, he is cumulatively disadvantaged in any educational system relying primarily on written material. Therefore, it is imperative from the start to utilize the best available methods for improving this most basic skill. Special reading programs and instructional techniques will be integrated with the Life Skills curriculum.

The Edison Responsive Environment "talking typewriter" has been found by educators and researchers in schools in depressed neighborhoods to be a very effective mechanical tutor for helping poor readers read better (see bibliography for reports of studies utilizing this equipment). It has the advantage of being able to present programmed material visually and aurally in small, easily understood units. The student can respond by typing and determine immediately the correctness of his response. This system is based on sound behavioral theory which corresponds to the basic design of the whole TRY Project - namely, to produce a meaningful stimulus, opportunity for a response, and immediate and continuous feedback. Programs for use with the machine will be developed as a special project and utilized as part of the regular Life Skills curriculum.

Initially the ERE machines will be utilized primarily by the slower learners needing specialized reading instruction. Potentially a wide range of subject material (math, economics, etc.) can be programmed and introduced selectively into the curriculum (see section under Special Projects). Tape recorders and headsets will also be available for reading, listening, and speech instruction.

LONG-RANGE IMPACT ON PUBLIC EDUCATION

The major purpose of the YMCA TRY Project is the reeducation and training of disadvantaged adolescents It has been well demonstrated that these young people present a unique set of educational problems, the solution of which requires a combination of well-established techniques and new methods of attack. It is essential, therefore, that the innovations in technique represented by programs such as TRY be made available to the public school system so that newer ideas can be incorporated within the system. This will be accomplished in a number of ways:

1. Initial relationships have been established with officials at Brooklyn College, New York University, Teachers College, Columbia University, Pratt Institute, C. C. N. Y., and the University of the City of New York for cooperative development of curricula, research, test development, and training programs in teaching and counseling.

2. Relationships will be developed with the New York City Board of Education, and in particular with schools in the Brooklyn area, for the exchange of ideas and the discussion of mutual problems.

3. Arrangements will be worked out for an exchange of teachers and administrators between the public school system and the TRY staff. It is hoped that by these means the project staff can gain an appreciation of the problems of the public school system and also acquaint city personnel with the problems, and the attempted solutions, of the TRY Project.

The ultimate long-range value of the TRY Project will reside in the extent to which innovations in educational technology can be communicated to, and hopefully incorporated within, the public education system.

An Analysis of Basic Skills in the Unit "The Policeman and Me"

An examination of this unit in terms of the underlying basic skills involved shows how the problem-centered curriculum design provides for intellectual development.

The week begins with an exposition of pupils' attitudes towards the police based on their own experiences. Some of the pupils will WRITE essays. Others will TALK to the group. Those groups that handle the first question presented in discussion will write essays for the second. The essays will be corrected for proper language use.

In examining their own attitudes as well as other widely held notions about the police prepared in advance for the pupils' use, they will READ the statements and learn to QUALIFY them properly.

From eleven to twelve, the groups will be encouraged to RAISE QUESTIONS and SEEK ANSWERS in READING selected materials appropriate to the task and their abilities.

The assignment to gather news items for Thursday encourages READING OF THE DAILY NEWSPAPER.

Tuesday's RESEARCH activities will require use of READING SKILLS and familiarize pupils with USE OF THE LIBRARY where their teachers and the library staff will be available to help. The tasks of the varying groups are based on need and interest. Thus the group GATHERING STATISTICS about the police department will have its best mathematicians do the MATHEMATICAL ANALYSIS while the lesser mathematicians learn from them and their teachers how to handle the numbers.

Better READERS will carry the burden of gathering information about the role of police in a DEMOCRACY, COMPARATIVE policing, etc. while weaker readers are helped by their teachers to make their contributions. The "crime detection" group will learn about SCIENTIFIC PROCEDURES and LOGICAL THINKING---fundamental skills involved. These will be reinforced in the visits to the Police Museum and Police Academy on Wednesday. Pupils will gain SAFETY and EMERGENCY procedures from the report of group six; CAREER information from Group 7's REPORT. They will learn LEGAL RIGHTS and PROCEDURES from groups 8 and 9.

Each group is helped to WRITE as well as to PRESENT AN ORAL REPORT BEFORE THE LARGE GROUP. In addition, to oral reporting, varying other techniques of presentation are encouraged, including DRAMATIZATION, CHARTS, DEBATES, QUIZZES, OPAQUE PICTURE PROJECTION, USE OF DUPLICATED MATERIALS, CONDUCTING AN INTERVIEW.

Following each of the reports there is time for students to QUESTION and to MAKE STATEMENTS before the group. This procedure encourages careful LISTENING and careful SPEECH as well.

During the visit to the Police Academy and Museum, students will OBSERVE, QUESTION, INTERVIEW, CONVERSE, TAKE NOTES, GAIN CAREER INFORMATION, EXAMINE PRECONCEIVED NOTIONS.

SHARING INFORMATION on Thursday demonstrates the varying points of view from which different people see the "same" experience as well as the VALUES OF VARYING POINTS OF VIEW. Again RECORDING and REPORTING techniques are employed.

LISTENING to the Police Officer after having had opportunity to learn more about policing in the city should result in more appreciative attitudes toward the police and their work. Undoubtedly there will be some students who will still hold unfavorable opinions about police services in the city. The interplay of these students with the others in the DISCUSSION which follows the police officer's talk should REVEAL FEELINGS with which counselors will work.

"Police In the News" provides an opportunity to utilize learning in understanding CURRENT EVENTS. Students REPORT THE FACTS as gleaned from their READING of the newspaper. After a question and answer period designed to elicit more of the facts, the students present their INFERENCES and OPINIONS based on the facts in so far as possible.

An opportunity to MEASURE CHANGE IN ONE'S OWN AND OTHERS' ATTITUDES is provided in the Friday morning STATEMENTS and ESSAYS which are reviewed in the small groups. A reviewing of the individual assertions and statements as well the group's as recorded on Monday after presenting the task again, will reveal change in attitudes and understandings. Thus APPRECIATION OF EDUCATION is fostered. Skills required to complete the task include READING, WRITING, STATISTICAL ANALYSIS on an elementary level, and some PSYCHOLOGICAL AND SOCIOLOGICAL INSIGHT.

A CONCERN FOR COMMUNITY PROGRESS is reflected in the pupils' handling of the question "How can police service and citizen cooperation be improved?" Both in EVALUATION of the proposals by fellow students and that of the experts from community organizations that are invited in for this purpose, the students recognize that THEIR THOUGHTS ARE IMPORTANT or at least they can be so. Students BECOME AWARE OF ORGANIZED CITIZENS EFFORTS and the WAYS OF SETTLING DIFFERENCES IN A DEMOCRACY.

The situations presented in the sociodrama and ROLE PLAYING provide an opportunity to FEEL what it is like to be in difficulty with the police and to PRACTICE CORRECT BEHAVIOR. The CRITIQUE BY STUDENTS AND EXPERTS provides "feedback" and evaluation without the pains and price of direct learning... thus an opportunity to improve on one's behavior.

Under normal circumstances our students would not have any idea at all of the role of an organization such as the American Civil Liberties Union in defending basic civil liberties. They will learn how the LAW PROTECTS PEOPLE'S RIGHTS ...THEIR RIGHTS and how an ORGANIZATION DEFENDS THE LAW.

Finally our unit involves the students in a SHARING OF LEARNING with other young people in the community through a project in which advice is given in well presented PRINTED MATTER and COMMUNITY TALKS.

Thus the students will hopefully have moved from limited knowledge and misconceptions about policemen and their work, at the beginning of the week, through study and experience to a point of understanding and capacity to relate to the policeman at work in a way that a good citizen should. At the same time they will have had an opportunity to improve their basic learning skills as well.

DRIVER TRAINING AS A LIFE SKILL

PROBLEM

The pervasive influence of the automobile in American life makes it imperative that all eligible citizens be able to drive responsibly. The National Safety Council predicts that the volume of motor vehicles in the United States will increase by 50 percent within the next 2 years. This makes it very likely that the vast majority of American teenagers will, one way or another, acquire a license with only the minimal ability to operate motor vehicles. Without adequate instruction and supervision, the presence of large numbers of young, inadequately trained drivers on the streets and highways will constitute a menace to public safety.

Carefully planned driver training will help to meet this problem, and, at least as important, it will enhance the employability of these young men. Service occupations, in particular, frequently require that employees possess this very basic skill. The delivery and pick-up of goods and services is an essential component of the majority of service jobs. The worker with good driving skills - will be both more attractive as an employee and better able to advance within his chosen field.

OBJECTIVES

The aims of the TRY Driver Training Program are:

1. To provide each eligible trainee with adequate skills and responsible attitudes for passing license examinations and for the proper and safe operation of motor vehicles

2. To give trainees the experience of competence and achievement in one of the basic Life Skills that is in itself a means for increasing mobility and broadening one's horizons

3. To acquaint trainee with the critical importance of motor transport in the service occupations in which he will receive training

4. To simultaneously offer another possible occupational alternative namely, small-tonnage truck driving, which is an occupational field currently expanding rapidly.

PROCEDURES

The TRY Project has received two sub-contract proposals for providing driver training. The proposal from Philco Corporation includes 34 hours of classroom instruction and 8 hours of behind-the-wheel instruction. The bid from the Driver Training Institute includes 40 hours of classroom instruction and an average of 30 hours of group and individual lot and road experience.

The TRY Project is currently evaluating each of these proposals in terms of their comprehensiveness, quality, and cost, and will make a determination at a later date. Both of these proposals are listed as separate appendixes.

Staff, equipment, and facilities will be arranged for by the sub-contractor in accordance with the guidelines provided by the TRY Project. The Driver Training Program will be, of course, subject to the same quality control procedures as other TRY Project components.

Students will begin driver training instruction when they have completed approximately three-quarters of their vocational training program. Classroom instruction will be integrated with Life Skills Education and will precede actual behind-the-wheel training and experience. Particular attention will be given to psycho-physical testing procedures used in identifying the characteristics of the more and less successful drivers. Special remedial procedures will be developed to overcome, wherever possible, the more serious liabilities of the student driver.

Driver training is planned for 500 students during the first year of operation

C - RECREATION, PHYSICAL EDUCATION AND LEISURE ACTIVITIES

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NEED AND VALUE

Deprived adolescents have been described as aimless, lazy time-wasters who have nothing better to do in their free time than stand on street corners and get into trouble. It is too often forgotten that in addition to all else, they have also been deprived of good recreational facilities and the guidance of interested and resourceful adults who by their example could teach them the productive use of leisure time.

Many healthy men have realized that effective use of leisure is an enriching force in their lives during normal times and a stabilizing force in periods of personal difficulty. Many of our youth will experience some difficulty in adjusting to work in a rapidly changing society. Familiarity with healthy leisure-time activities can be of real help to them in the stressful years that lie ahead. Involvement in meaningful and productive activity during leisure time will be of inestimable value for the future adjustment of these youth.

Recreation can broaden their horizons and increase their ability to cope with daily problems through exposure to a variety of materials and activities. This wide range of opportunities can teach youth to make meaningful choices and to discover new abilities. Recreation satisfies many human needs, and through guidance, students can find socially accepted ways of meeting these needs.

Disadvantaged adolescents have many problems. As a catalyst in treatment, rehabilitation, and job training, recreation will unearth many of the problems that have prevented their success. Many youths with problems can best be reached while involved in recreation, when they are relaxed and free from emotional pressures and a sense of failure. Recreation in a total setting of job training becomes a laboratory in which the student can explore his newly acquired life skills, and under guidance, observation, and evaluation these life skills become perfected.

Recreation is essential to the development of emotional maturity. Recreation helps in developing social consciousness, self-awareness, and self-esteem. Engaging in it, the trainee learns to relax, to rebuild his emotional energies, to be mentally and physically fit for the job of living and working. Recreation will enhance his vocational and avocational training; both are necessary tools in healthy living.

The teaching of avocational activities is not a program frill or unnecessary luxury. It is an intrinsic part of the program. In the YMCA Youth and Work Project it was found on several occasions that a boy who was discouraged by failure in reading or some other part of the program could be reached and re-involved in the total program by teaching him sketching or having him organize a basketball team. The experience of competence in one area can give a boy the necessary confidence to try his hand at something else.

GOALS

Many of the recreational activities in the TRY Project are expansions of sections of the Life Skills curricula. Students who become interested in debating, writing, theater, cultural background, vocational futures, or similar subjects can pursue them further during leisure time. There is an important bridge between the classroom and leisure program which enables trainees to learn that recreational activities are integral to daily experience. Many of the educational activities used in the Life Skills classes, such as role playing and other forms of personal expression, are those employed in recreational activities. This reinforces the bridge between the units.

A diversified, flexible, attractive leisure-time activity program will assist in achieving a number of project goals:

¶ Broaden the trainee's awareness of the world around him and the activities in which he can participate in the Project and in later life for personal enjoyment

¶ Teach the value of using leisure time productively

¶ Develop a spirit of healthy competition and cooperation, and an awareness of the rules of fair play

¶ Develop creativity and self-expression

¶ Illustrate the value and necessity of practice to attain skill

¶ Provide a tangible success experience and the attainment of competence in something he chooses and likes

¶ Help develop emotional maturity through attainment of a sense of security, self-awareness, social consciousness, and self-esteem

¶ Give experience in forming and being a member and a leader of an organization

¶ Develop a sense of community responsibility and service to others

¶ Teach enjoyment of an activity as an end in itself.

SCHEDULE

All students will be required to participate in 10 hours of recreational activities per week. Five of these hours will be in daily physical education classes, and the other five in other recreational activities selected by the student. At additional periods of free time (evenings, weekends) a variety of additional recreational activities will be available. As the trainee progresses through the program, he will be permitted more and more latitude in the selection of activities and the management of his time. Activities will be scheduled throughout the week and on Saturdays, Sundays, and holidays to meet the needs of the students.

Recreation counselors will be available to the trainees for advice, guidance, and direction. Each trainee will sample a variety of activities while in the Project so he may develop interests, skills, and confidence in several areas. With the assistance of the counselors, trainees will be selected for leadership and instructor-assistant roles.

ACTIVITIES

Activities are grouped into 10 categories. The following is a sampling of the many types of activities that can be available:

Athletics

These activities are available as recreation in addition to the required physical education classes:

- Swimming and diving
- Basketball
- Boxing
- Volleyball
- Baseball-softball
- Handball
- Wrestling
- Track
- Soccer
- Gymnastics

Music

- Community singing
- Chorus
- Music listening (records, tape, T.V., radio)
- Instrument playing and instructions
- Quartets
- Rhythm band
- Music appreciation (jazz, popular, classical, etc.)
- Dance band

If a trainee is interested in playing an instrument and devoting to it the practice time required to gain skill, he will be expected to assist in paying for the instrument. He will then own an instrument so he may continue playing after he leaves the Project.

Arts and Crafts

- Ceramics
- Leather craft
- Woodshop
- Photography
- Wood carving
- Party decorations
- Model building
- Drawing and painting (all media)

Each student is expected to contribute a modest amount from his weekly stipend toward the cost of craft materials. The woodshop in this section is a key activity. It will serve 12 students at a time.

With adequate tools and materials, the students can make a variety of recreational equipment, such as pool tables or ping pong paddles, as well as furniture for personal use.

Table and Active Games

Sets of board games will be placed in the lounge connected with each residential unit.

- Scrabble
- Chess
- Dominoes
- Careers
- Badminton
- Anagrams
- Checkers
- Card games
- Monopoly
- Ring toss (Quoits ?)
- Table tennis
- Billiards
- Darts
- Shuffleboard

Dramatics

- Acting
- Charades
- Costume designing
- Make-up
- Role playing
- Skits
- Stage craft
- Talent shows

Social Activities

- Game night
- Carnival
- Picnic
- Parties
- Folk dancing
- Square dancing
- Cook outs
- Special events

Field trips - all places of interest: cultural, industrial, educational, etc.

Communications

- Debating
- Creative writing
- Typing
- Newspaper
- Speaking bureau
- Discussion groups
- Book club
- Letter writing

Club Groups

Interests, amateur occupations, or hobbies will develop among the trainees out of their involvement in individual recreative activities. These hobbies will become part of their life skills and will give them a richer and a more meaningful existence. Provisions are made for students to follow their interests, including vocational futures, by forming club groups. Through such groups, trainees will learn the educational, intellectual, and emotional value of hobbies. Clubs can be grouped in four areas.

1. Doing things: this will include games and sports, drill team, drum and bugle corps, fishing, camping.

2. Making things: this will include many of the recreative activities under arts and crafts.
3. Acquiring things: this will include activities associated with collecting stamps, records, books, paintings, natural objects, etc.
4. Learning things: these are activities that require studying and research, and can be any hobby adolescents wish to explore further.

Student Government

This will give students leadership experience and the ability to work within a structure in an organized group.

Community and
Service Activities

Trainees can work with existing community organizations on a volunteer basis in some of these activities:

Tutoring younger children

Volunteer work in hospitals, homes, etc.

Action programs such as voter registration, neighborhood canvassing, etc.

Clean-up campaigns

Community education.

STAFF

In addition to the Director of the Recreation and Physical Education Program and his assistant, who coordinates social programs, there are four basic types of staff who will be involved in the leisure-activities area.

1. Professionals: These are specialists in their fields who will devote a certain number of hours weekly to instruction in music, arts and crafts, drama, or such fields where specialized leadership is necessary.

2. Subprofessionals: These are persons with talent in various fields who will be supervised by the professionals (six-to-one ratio). They may be students or indigenous people with skills and a desire to teach, and they will be paid a small hourly wage.

3. Staff: People regularly assigned to other duties in the Project. Each Life Skills Educator will supervise a recreational activity. Vocational teachers may want to devote time to supervising a craft or a club, and it is expected that most of the residence counselors will participate in some recreational leadership roles.

4. Volunteers: With proper organization, supervision, and care, volunteers can play a valuable role in the recreation program. Citizens from the Bedford-Stuyvesant community and the greater New York area will be invited to participate. A questionnaire for interviewing and selecting volunteers appears in the appendix.

The recreation staff will consist of 10 full time professionals, the Supervisor and his assistant, and eight recreation Instructors. Each recreation leader will be responsible for one activity group (excludes athletics and student government - see list), the supervision of subprofessionals and volunteers, and the development and planning of this program, along with other assignments necessary to the operation of an integrated program. Six of the ten professionals will supervise and teach the physical education classes and leisure athletic activity. The other four will be divided into various specialties. The Director and Assistant Director will be responsible for in-service training of professionals, training programs for subprofessionals and volunteers, program evaluation, and supervising staff.

FACILITIES

Many of the classrooms or training areas can double for leisure-time activities. Special facilities will be required for other activities. The gymnasiums and pools of the Brooklyn Central and Bedford YMCAs can accommodate the scheduling of physical education and athletic activities. Playing fields can be arranged at certain times in cooperation with schools, colleges, and city parks in the area. The Bedford YMCA has stage facilities with an auditorium seating around 500. Special rooms will be set aside and adapted for musical and artistic activities. A full description of the available facilities appears elsewhere in this proposal.

EQUIPMENT

Basic equipment for the Recreation and Physical Education Program will be fairly stable, but supplies will vary from month to month depending upon student participation. The minimum equipment necessary for athletic, musical, artistic, expressive, and social activities will be provided. Where possible, equipment for certain activities, such as games, stage scenery, etc., will be made by the students themselves, as part of the woodwork club activities. This can stimulate student morale and make possible real savings.

D - YOUTH SERVICES

D - YOUTH SERVICES

In addition to the specialized training programs of the TRY educational system, a variety of coordinated supporting units are necessary to provide the leadership and the social context to help youth move smoothly through the project. These services will include: recruitment; intake and evaluation; housing; medical, legal, and social work services; and post training placement and follow-through services. It is imperative that these services reflect and incorporate in procedures and objectives the broad principles of the TRY program. The units described below under youth services are designed to process trainees as quickly and efficiently as possible, to minister to a variety of problems that will most certainly have to be dealt with, and to assist trainees with living arrangements within the project and their relationships with the community once training has been completed. Placement and follow-through services use major programs and are dealt with separately.

RECRUITMENT

Recruitment represents the first step in moving the disadvantaged adolescent from the street corner to a place in the economic and social mainstream of our society. The major means of locating potential trainees are:

1. Referrals from community agencies and individuals
2. Public announcements and advertisements
3. An active outreach program. These recruitment sources, and related holding procedures, are described below.

Referrals

At the present time there is a lack of adequate training resources for out-of-school, out-of-work youth in the Brooklyn area. The TRY Project will fill a great need for training services and can therefore expect a large number of referrals from the many agencies in the community which serve youth. Currently, the YMCA Youth and Work Project has established relationships with 20 agencies, community centers, and employment services that refer unemployed and under-employed youths for training at the Bedford YMCA. It is anticipated that the majority of youth recruited for the TRY Project will be referred from these and other agencies.

When the Project has been in operation for a period of time, the trainees themselves will become a major source of referrals.

To further increase referrals, informative brochures followed by personal contact will be used to reach other agencies and individuals - for example, private employers who have seasonal employment or a high turnover rate in unskilled jobs. When it is recognized by referring sources that a relatively high proportion of those referred to TRY for training are accepted, the number of unsolicited referrals will, in all likelihood, increase.

Members of the TRY Advisory Committee who have access to groups of unemployed or underemployed adolescents will assist in recruitment. Additional support by local community leaders and their organizations will be actively encouraged and will materially aid in the recruitment effort. An atmosphere of neighborhood acceptance, support, and prestige will be of inestimable value in providing psychological support for the youths during the transition from the street corner to active involvement in the TRY program.

Public Announcements

The training program will be announced on the radio, on television, and in the local newspapers. Attention-getting posters will be placed in subway stations or in local stores where adolescents congregate. At periods of peak recruitment, handbills that can be filled out with names and addresses and mailed to the Project will be distributed. It is anticipated that the second largest number of trainees will be recruited through these means.

Outreach

Research indicates that approximately one-third of out-of-school, out-of-work youths have little or no contact with community agencies and do not respond to public announcements of new programs. This rather sizable group must be reached if anti-poverty programs throughout the nation are to be successful in involving the "hard-core" cases. These youths tend to be "loners" or extremely passive individuals. Therefore, procedures involving aggressive and direct personal contact will need to be employed. These will include the establishment of recruitment "outposts" near places where youths congregate, such as unused store fronts, church basements, or recreation centers. Active field recruitment will be conducted by detached workers and paid youth assistants, who will attempt to develop working relationships with youths, either individually or in groups.

They will be assisted by youths who are already in the project or youths from the gang or street corner cliques who can be paid for their recruitment assistance. Their goals will be to generate sufficient interest and motivation so that the adolescents they contact will visit the Project premises. Convincing the potential trainee to make a commitment to enroll in the Project will more likely occur after he has visited the facilities and met members of the staff and other trainees. The recruitment assistants should be leaders in the adolescent power structure who have influence over other youths and whose word is respected.

It is important that the initial contact with the potential trainee be a positive one. Information about the project must be presented in an interesting way and in the trainee's style of language. Above all, the entering trainee's expectations must reflect a knowledge of the benefits and demands of the training program.

General Holding Procedures

There is likely to be some delay between the Project's first contact with the trainee and his admission into the Project. A variety of activities will be necessary to sustain his interest during this period. Successful techniques used in previous Projects include hiring the potential trainee as a research assistant, paying him for talking into a tape recorder, making films, and otherwise utilizing him as a source of ideas. Paying adolescents a limited fee as consultants seems to be one of the surest ways of gaining cooperation and building motivation. In addition, sports and other recretional programs will be available to potential trainees. Once the youth has visited the Project several times, it will be easier to stimulate an interest in self-development. The residential aspect of the TRY Project will have particular appeal for youths from crowded homes who are presently experiencing conflict with their families. The TRY residential training program is immediately different from the schools they have attended and disliked. The presence of male instructors will again underline differences between the Project and previous school experiences Stipends and the obvious interest of other trainees will further increase the program's attractiveness. Toward the end of the first year, the Project's success in placing trainees on jobs will have a most salutary effect on the recruitment of other trainees.

INTAKE AND EVALUATION

Intake and evaluation is the second, and in many ways a most critical, step in moving youths into the Project. Ninety days following the signing of contracts, trainees will be admitted to the Project at a rate of approximately 120 per month (to allow for attrition) for a period of 5 months. The number of trainees in the Project will remain at 500 for the remainder of the Project year. Shortly after the beginning of the second year, trainees will again be admitted at a rate of approximately 100 per month until a level of 1,000 trainees has been reached. This level will be maintained for the duration of the Project.

Since it is likely, at least during the initial stages, that applications will outnumber available openings, an efficient system for screening, evaluation and admission is required. It is essential that each potential trainee be processed with minimal delay and discomfort, while at the same time sufficient information must be obtained in order to permit an adequate assessment of the trainee's strengths and weaknesses. It is imperative that the TRY Project guard against selecting too high a percentage of the most promising youth. Therefore, intake procedures are designed to ensure that the trainee population fairly represents the *range of ability* to be found among deprived youth in the community at large.

While some *a priori* standards will be employed during the initial intake stages, a close coordination with the evaluation and development team will permit rapid feedback and reevaluation of procedures so that realistic and empirically derived criteria can be established for later efforts.

The major responsibilities of the Intake and Evaluation Section are:

1. To screen and evaluate all applicants for the Project
2. To select candidates for admission to the program
3. To make initial assignments within the Project
4. To obtain school and family clearances for accepted candidates
5. To maintain records, including test scores, interview data, application blanks, etc., on all applicants
6. To coordinate the *1-week orientation period* required for all incoming trainees.

Screening Evaluation

All trainees will fill out a detailed application form which will include personal, educational, employment, and medical history. Trainees having reading difficulties will be assisted by staff members. Those candidates failing to meet requirements of age, residence, income, etc., will be referred to other projects. All eligible candidates will be given a medical examination, a screening interview, and tests.

Medical and Dental Evaluation

All candidates will be given a physical examination by an attending physician. Standards for medical clearance will be established in conjunction with consultant physicians in the local community. Medical conditions that might warrant at least temporary exclusion from the Project are:

1. Contagious diseases (i. e., tuberculosis)
2. Severely limiting physical handicaps
3. Alcoholism
4. Habitual use of narcotics.

In such cases, trainees will be assisted in obtaining treatment at other facilities. Medical deficiencies that do not require exclusion from the Project will be carefully noted on each candidate's basic record form. The physician's recommendations regarding a remedial or therapeutic program to overcome such deficiencies will be forwarded to the Director of Youth Services for implementation during the project year. Similar procedures will be followed with regard to dental examinations. Particular attention will be paid to deficiencies involving vision and audition that might affect the student's ability to learn.

Psycho-Social Evaluation

Each youth will be interviewed by either a psychologist, vocational counselor, social worker, or qualified intern under supervision. Family history, educational background, social relationships, psychological problems, current attitudes, values and goals will be briefly explored and will supplement the basic data on the trainee's application form. It will be the responsibility of each interviewer to make an initial judgment regarding each candidate's potential for growth, level of motivation, social and vocational maturity, and current problem areas, so that appropriate assignments can be made. When required, personal history data provided by the trainee will be checked with school, family, social agencies having previous contacts with the candidates, etc.

Testing

Tests will be given for three purposes:

1. To establish ability levels in reading and math to ensure that there will be a normal distribution of basic educational skills within the trainee population
2. To determine current aptitudes and interests as an aid in making initial assignments within the training program
3. To provide primary data for purposes of evaluation

These tests will include:

1. A general information inventory
2. A reading readiness test
3. A computational skills test
4. Verbal and nonverbal aptitude tests (mechanical, clerical, etc.)
5. An attitude and belief questionnaire.

Tests will be administered orally to candidates who have difficulty with paper and pencil tests.

Admission Procedures

On the basis of all the information obtained, the intake staff, in cooperation with representatives of the major training units of the Project, will review each candidate's records and decide whether he is to be admitted to the Project. After the benefits and the requirements of the Project have been thoroughly explained to the trainees, they will be invited to demonstrate their commitment by signing a contract which indicates that they have understood their rights and responsibilities as trainees. This procedure has been found to be effective in the YMCA Youth and Work Project in clarifying the trainee's expectations about the Project.

Assignment and Orientation

Once trainees are admitted, the Intake and Evaluation Unit will coordinate their orientation and assignment with senior staff members in Occupational Training, Life Skills Education, and Recreation-Physical Education, in order to select the most useful "track" for the trainee, consistent with his own capabilities, limitations, and personal wishes. While completely individualized programs are not possible, sufficient flexibility exists in the program to ensure assignments that are matched to the needs and interests of the individual. During the orientation period, the training programs, the housing arrangements, rules and regulations, and privileges will be explained in detail. Trainees will have the opportunity during this period to ask questions and to participate in discussions with staff members. Assignment to occupational training programs will be made jointly by staff and trainee during this orientation period. Once the program is under way, changes in training programs will be permitted. Similarly, during this period schedules will be established for Life Skills Education, Recreation and Physical Education, and other program activities.

The orientation will serve as a preview to trainees of the activities in which they will later engage. Wherever feasible, this will include the opportunity to sample some of these activities and to express reactions to them. Brief seminars will also be held to explain how each aspect of the Project fits into the overall educational program. As groups of trainees are admitted, the basic demographic, social, and psychological data relating to the trainees will be compared with actual behavior and performance in the program. Evaluation will be possible concerning the adequacy of admission procedures and standards, and modifications of these, if and when necessary, can be implemented within the first 90 days.

SPECIAL SERVICES

The Special Services Unit describes the medical, dental, legal, and social services provided for youth. Although TRY trainees will continue to be eligible for city agency services, these will need to be coordinated and supplemented by TRY staff. As TRY cannot provide an extensive range of specialized services, such as surgical facilities or laboratory analysis, it must rely on available community services. A duplication of existing efforts or facilities is not desirable. The TRY Project will establish working relationships with a wide variety of community agencies for coordinating these services.

Health Services

To meet ordinary health needs and problems, there will be two medical dispensaries for the Project, at the Brooklyn Central and Bedford YMCAs. These dispensaries will treat trainees for minor illnesses and injuries. Trainees with serious medical conditions will be referred to appropriate treatment facilities.

The Brooklyn Central YMCA dispensary will operate around the clock to meet all emergencies. It will contain facilities for examination, temporary bed care, and medical records. There will be provision for overnight care if necessary. The Bedford YMCA dispensary will operate 6 days a week, giving needed examinations and medication to trainees. Vision and hearing examinations will be given, and trainees with visual and hearing problems will be given assistance in obtaining eyeglasses and hearing aids.

Registered or practical nurses will be in attendance 24 hours a day at the Brooklyn Central dispensary, and from 8 to 6 at the Bedford dispensary. A physician, employed on a contract basis, will hold morning sick call daily at each dispensary. He will examine trainees and prescribe treatment or authorize hospitalization. To handle emergency cases, one or more physicians will be on call 24 hours a day.

All trainees will be insured through the Blue Cross-Blue Shield plan. This will ensure admittance to any of several local hospitals, access to special services such as X-rays or blood tests, and additional physician's services. In addition, the TRY Project will have insurance protection against long-term illnesses or serious accidents of trainees not covered in the Blue Cross-Blue Shield policy and incurred while the trainee is in the TRY Project.

Dental problems are expected in the majority of incoming trainees. The Second District of the Dental Society of the State of New York, with offices one block from the Brooklyn Central YMCA, has agreed to review the dental needs of incoming trainees and upon that basis, decide whether to offer their services in setting up clinics to handle this work or grant permission to the TRY Project to organize local dentists to work on trainees. Several local dentists have indicated interest in the program. Trainees whose families are on welfare are entitled to free dental services at the city dental clinics.

Legal Services

It is anticipated that in a small percentage of cases TRY trainees will require legal assistance. The TRY Project will employ a lawyer on a contractual basis to provide advice and counsel to those trainees with legal problems who cannot obtain help elsewhere. In cases involving arraignment and trial the Project will cooperate fully with the Legal Aid Society. Since the Legal Aid Society provides services only after arraignment, it would be necessary to supplement these services with pre-arraignment counseling. In addition to providing legal counseling in cases involving arrest, the trial lawyer will advise trainees on other matters such as: their general rights, leasing, contract arrangements, and buying on credit. Deprived persons are usually ignorant of these procedures. A unit in the Life Skills Curriculum will cover similar material in much greater detail.

Social Worker Services

The TRY Project will have a staff of three social workers to assist in handling problems of trainees that may arise in connection with the trainee's family and their attitudes toward the program. In cases where another social worker or agency is dealing with a trainee's family, the TRY social worker will assist the current service.

The social workers will also coordinate available information on each trainee from the school, churches, community center, and courts. This information can be made available to teachers and counselors who have direct contact with the trainee. The social workers will establish liaisons with organizations outside the TRY Project regarding youths in the Project and take responsibility for any individual problem that arises out of the community relation to a trainee.

E - JOB DEVELOPMENT AND PLACEMENT

E - JOB DEVELOPMENT AND PLACEMENT

NEED AND VALUE

Placement and the Trainee

Successful job placement must follow training if lasting changes are to be effected in the lives of the trainees. It is simply not enough to train school drop-outs and then return them to the situations from which they came, trusting that they will automatically make a better adjustment. No training program can be complete enough to ensure these changes no matter how thorough the instruction or how effective the preparation for work. Real "combat conditions" can never be simulated adequately. The transition from training to work always involves entering a vastly different environment that is far less accepting and protective and in which more impersonal and objective demands must be met by the trainee. The only effective way of facilitating this development is by providing the trainee carefully selected placement in a prepared job setting and following through with work adjustment counseling, on the job if needed, during this crucial transition period. In the larger picture, the whole training experience is directed toward preparing the participants for a wider and deeper involvement with an adult life of responsibility and fruitful employment. Placement is a vital stage for entry into that more meaningful life.

Present Placement Facilities

It is unreasonable to expect present placement facilities in the community to service the numbers involved in an operation of this magnitude. These facilities are already laboring under a very heavy case load. In the Youth and Work Project it was necessary to set up a specialized placement program in order to place graduates successfully in training-related jobs.

Similarly, use of private employment agencies is unrealistic since most of the trainees in the Project will not be able to afford the placement fees involved. Every attempt will be made, however, to utilize community resources, both public and private, as much as possible. The basis for this cooperation has already been established in our present liaison with the Youth Employment Service, J.O.I.N. and the New York State Employment Service.

Placement Requires Job Development

Imaginative and aggressive job development is necessary if there are to be enough worthwhile openings for the graduates of a training program such as this. In the main, employers are not ready yet to hire the school drop-out in preference to high school graduates even though the former may be as good or better employment risks because of occupational training and work experience preparation. Employers too need education and have not addressed themselves to their responsibility in employing youth. Neither have they investigated the possible advantages to themselves of tapping the sizable labor pool resulting from the new training programs for youth. Job development thus serves the Project and the business community as well. Our experience with the Youth and Work Trade Training Project has convinced us that youths can be placed in ways that are mutually beneficial to trainee and employer. Job development, careful placement, and continuing counseling are the price of such successful placements. To raise the hopes and expectations of hundreds of drop-outs by lengthy training only to dash them against a constricted and hostile labor market would be doubly tragic. The gateway from the "other America" of poverty and hopelessness to a richer and fuller life is that first decent job. Every youth training project must see to it that it is open to its graduates, at the very least.

Placement Provides Direction and Correction to Programming

There is another, vitally important role that placement can play in a training program. It can ensure relevancy. The disadvantaged youth comes to a project in need of a job. No matter how immature, unrealistic, and ineffectual his job-seeking attempts have been, he wants to work to earn money. Because the Project has employment as its avowed main purpose, it meets him on the level of his own needs and interests and is meaningful to him. Experience derived from the Youth and Work Project indicates that placement should be made central to the design of the present operation as well. The requirements for the jobs available to trainees upon graduation dictate the occupational curricula. They help to shape the content of the Life Skills Education, work adjustment counseling, and cultural enrichment areas as well.

Feedback from placement provides invaluable data for the modification and augmentation of these programs necessary to keep them relevant to the needs of the working trainee and to his work situation. The concrete goal of getting a job lends substance and meaning to other important but subtler aims of the Project such as citizenship preparation, personal adjustment training, and the inculcation of social skills. The youth finds these learning experiences more acceptable when presented as contributing to employment success.

TYPES OF PLACEMENT

Placement in Growing Industries

Employment openings will be secured in occupational areas that are keeping pace with the changing economy and promise to continue to grow for many years to come. These include: food service, vending, appliance repair, auto servicing, heating and refrigeration, and business and clerical machine repair service. Arrangements have been made with the Interstate United Corporation to assist with placements in food service and vending. The Philco Corporation has agreed to place trainees in the appliance repair, clerical and business machine repair, and auto servicing fields. Placement possibilities are currently being explored with the Brooklyn Gasoline Merchants' Association, the major oil companies in the metropolitan area, and some of the larger heating and air conditioning contractors. Finally, other companies and related industries will be canvassed with an eye to opening up new opportunities for these training areas.

Training Placements

Two different types of placements are planned to meet the needs of trainees at various stages of their training. The first are the training placements, closely integrated with the entire curriculum and supplementing it with a range of experiences and demands impossible to duplicate in a strictly training setting. For some trainees, limited because of lack of ability or motivation, or other deficiency, these will be the valuable proving grounds for their newly won skills and attitudes. Training placements will serve as the crucial step in work preparation - i. e., the transition from the Project to the real-life job. For other, more capable trainees they will serve as "payoff experiences," woven into the training program at appropriate stages to advance their learning and sustain interest and motivation.

That this innovation lends great strength and flexibility to the training programming can be seen in the auto servicing and the food service courses. An auto trainee will usually begin with the service station attendant training unit; then if he proves himself capable and motivated, he can receive further training as a service station mechanic. If still interested he can next pursue more advanced training as an assistant service station manager, mechanic, body work specialist, or parts man. Trainees electing food service will begin with the general helper's unit and then progress to training as food service assistants, if so inclined. The promising trainees could advance next to training as short-order cooks, salad men, second chefs, bakers, or assistant cafeteria managers. After each unit of training the trainee will have a chance to work in the appropriate position for a period of several weeks until he has solidified his skills and assessed his interest in the job. He can then stay at that level or proceed through the next training unit to the next placement. Thus, all along the way he experiences direction, real achievement, and increasing reinforcement of his sense of accomplishment. This "step-off" arrangement has been planned for all the training curricula.

Permanent Placements

A second type of placement, of a more permanent nature, will be made when the trainee has completed the program. It will emphasize each trainee's individual needs for further training, challenge, and a chance for advancement. For some, a job will be selected to meet particular needs for routine work and an atmosphere of minimal pressure and stress.

The corporations and agencies mentioned above have agreed to cooperate with the Project in providing permanent positions as well as training placements. Other sources of employment will, of course, be secured through job development activities.

PERMANENT PLACEMENT PROCEDURES

As indicated in the section on Life Skills Education, trainees will be given preliminary exercises in self-assessment, filling out applications, being interviewed, and relating effectively to the requirements of the job. They will, however, need to be evaluated, placed, and counselored before a successful transition to regular employment can be made.

Placement Evaluation

Before he completes his training, each trainee will be evaluated by the placement counselor. He will review the trainee's record and the notes and recommendations of the occupational training instructors and the Life Skills Educators. In addition, he will conduct a simulated employment interview. By these means he will be able to determine the trainee's suitability for employment in terms of his occupational preparation, personal appearance and bearing, ability to communicate, level of motivation, and other personal characteristics. If he concludes that a suitable level of employability has not been reached, he will make specific recommendations to the appropriate staff for additional training.

Placement

Individuals who are considered good employment prospects will be scheduled for placement processing. The placement staff will compile lists of eligible employees, together with recommendations for type of employment desired. The job development staff will attempt to match specific employment opportunities with specific trainees. When a suitable job is located, the trainee will be sent or taken to the place of employment. If the trainee is not accepted he will be referred to other appropriate jobs. Where possible, the facilities of other employment agencies will be used.

Placement Counseling

The transition from training to work is always difficult. It is anticipated that support and counseling for both employees and employers will be essential, particularly during the intial period of adjustment. It is during this period, when he confronts the realities of work and independence, that the trainee can profit most from counseling that provides the opportunity to integrate what he has learned with what he is currently doing. Periodic counseling sessions will be scheduled for each trainee following employment as frequently as he or his employer needs them.

TECHNIQUES FOR JOB DEVELOPMENT AND PLACEMENT

General Procedures

Many of the procedures that the TRY Project will use have proven themselves in the YMCA Youth and Work Project. They include the following:

1. The classified "help wanted" listings in the city's newspapers, especially the three or four most pertinent to the trade areas, will be scrutinized. This is very important, since most small businessmen prefer advertising when they need help to interviewing and screening on any sort of ongoing basis. In fact, they often refuse to discuss their employment requirements at any other time because they are too busy.

2. The trade listings in the "yellow pages" and newspapers, also a valuable source of leads, will be canvassed systematically.

3. Public-spirited business firms will be contacted for letters of endorsement of the Project to their accounts who are in a position to hire trainees. This technique has proven most successful in the Youth and Work Program.

4. Trade associations, businessmen's clubs, merchants' associations, and the local chamber of commerce groups will also be contacted for their support and recommendations.

5. Press releases will be placed in the metropolitan newspapers and in the trade journals and bulletins.

6. Brief but attractive and informative pamphlets will be prepared describing the Project, its programs, and its labor pool and listing the names of the placement personnel. These will be left with or sent out to potential employers and will provide the groundwork for later contacts. Pamphlets have been remarkably successful "openers" for the Youth and Work Program, leading to many job offers even where a field contact was impossible.

Types of Contacts

Generally, three types of contacts will be utilized to carry out job development:

1. Field contacts by job development representatives will be the mainstay of the operation. Personal contact by a Project representative with the hiring personnel of a company has been found the best way of stimulating interest and support. This is especially true in the case of the small

businessman, who is accustomed to dealing on a person-to-person level and is more comfortable with this type of contact than with formal correspondence and agreements.

2. Telephone contacts will be used to develop newspaper leads as mentioned above, to follow up on letters and field contacts, and to maintain contact with current and previous sources of employment.

3. Letter contacts will be established with many employers, especially the larger firms, to prepare the ground for subsequent field contacts. Brochures and letters of introduction and endorsement will be included with a cover letter requesting an interview appointment for a field worker.

STAFF

Supervisory Staff

The Director for Placement and Job Development will be secured at the outset of the Project. He will oversee all the activities in these areas and coordinate them with the other phases of the program. He will also work closely with the public relations and publicity staff and participate in program evaluation and development. The Director will obtain the help of two assistants toward the end of the Project's first year. A Job Development Specialist will be responsible for developing both types of openings, permanent and temporary.

A special follow-through service will be established to further the progress of trainees after they leave the Project. It is described elsewhere in this proposal in detail; its function will be to provide feedback to all the program areas. Coordinating this service with the Project as a whole will also come under the Director's aegis.

Placement Counselors

A Placement Counselor will be responsible for both types of placements and will coordinate the various aspects of the placement procedure - e. g., final job orientation counseling, job interview scheduling, and transporting trainees to interviews when necessary. He will also coordinate the on-the-job counseling given trainees during the temporary training placements, utilizing staff counselors, interns, and aides for that purpose. Additional placement counselors will be added during the second year of the Project.

Indigenous Workers

Job Development Aides will be recruited from the community whenever possible. They will be expected to function at the high school graduate level and have experience in or aptitude for public contact or sales work. The Counseling and Placement Interns and Aides will be drawn from appropriate graduate and undergraduate programs in the metropolitan colleges and universities. It is expected that many indigenous workers below the college level will also be able to function in the Aide capacity, and that some of the Project's more capable graduates will return to fill these posts.

SCHEDULE

The Intake Phases

During its first year the Project will enroll 500 trainees. Intake will begin in the third month and proceed at the rate of 100 per month for 5 months and thereafter on a replacement basis to retain the full complement of 500. Enrollment will be held at this level for the balance of the first year of operation. In the second month of the second year intake will again be stepped up to 100 per month until another 500 youths have been enrolled. Enrollment will then level off at about 1,000 and be maintained at this number for the duration of the Project.

The Placement Phases

In the first 8 months of the Project, the Director for Placement and Job Development will lay the groundwork for placement services, establish the temporary training placements, and initiate job development contacts. During the ninth month of operation, additional staff will be recruited as needed for expanding job development activities and for the placement of trainees in training or permanent work assignments. Training for most enrollees is expected to take around 12 months, though the time required may range anywhere from 9 to 18 months according to the capacity, needs, and interests of the individual trainee. Some of the more capable youths might want to leave after only 9 months of training if financial or motivational reasons lead them to seek work immediately. Placement will peak at about 100 placements in the fifteenth month. It is expected to taper off for a few months, then accelerate again toward the end of the second year of operation. (See Exhibits I and II for graphical representations of placement phasing.) Staffing will be adjusted to the needs of each phase. Occasional peak loads will be met by augmenting the ongoing staff with counselors, interns, and aides from other areas of the Project, especially the recruitment and intake functions.

SUPPLEMENTARY PROGRAMS

New Careers Project

Continuing effort must be directed toward solving the problem of mounting unemployment rates among unskilled and semiskilled workers and among the skilled workers in the rapidly changing productions and data processing occupations. A special New Career Project (see section on Special Projects Unit) will identify and develop curricula for occupations that do not now exist. The various service occupations and other untapped employment areas will be explored for this population to find new careers and logical career patterns.

Committee for Employment

A special Committee for Employment, composed of leading industrialists and top-level business and banking executives, will be drawn from the more than 800 members of the boards of directors and managers of the YMCA of Greater New York and from the city at large. It is hoped that their examination of long-term employment problems will stimulate the creation of new jobs and produce changes in hiring and staff training policies in their own firms and others as well. The Committee can also help chart new areas of employment and training for the drop-out population within business and industry, coordinating their efforts in this area with the New Careers Project mentioned above. If successful, this could serve as a model for other projects within the city and could lead to a new spirit of responsibility and cooperation within the whole business community.

Although the problem of unemployment of disadvantaged youth is afflicting the entire nation, it is very probably more critical in New York City than anywhere else. But this should not be the cause of undue pessimism or discouragement. Though the need is great the resources are also great. New York is the richest city in the United States, and the vast metropolitan area contains an employment potential that is second to none.

F - FOLLOW-THROUGH SERVICES

F - FOLLOW-THROUGH SERVICES

NEED FOR FOLLOW-THROUGH SERVICES

The transition from the environment of the Project to an independent, self-supporting life within the community is the critical final section of the bridge which the TRY Project has designed. The lasting psycho-social changes at which the vocational, Life Skills Education, and Recreation Programs aim will receive their first real-life test during this period. To effect these changes, the entire program is conceived around a model for change that calls for 1) altering the trainee's external environment within the Project from a punishing and negative one to a more rewarding and constructive one, 2) fostering attitudinal and behavioral changes in this more supportive environment toward increased self-awareness, competency, and independence, 3) helping the trainee to explore, plan, and develop the new environment in which he will live after leaving the Project.

Follow-through services are necessary to maximize the positive changes which occurred in the Project and to help graduates implement the career, social, and personal plans they have made. They are a continuing pledge to the trainee that the Project staff remains interested in him as a person and is still committed to his self-development. Coordinated with placement services, they function as the final stage of reintegration of the trainee into the social and economic community. Finally, follow-through services through clubs, group sessions, and the like will provide much-needed group support for the graduate during the time he is developing a new environment for himself and forming new relationships at work, in his home, and within the community.

OBJECTIVES OF THE FOLLOW-THROUGH PROGRAM

In meeting the need for continuing service, the TRY Project hopes to accomplish the following, more specific goals:

1. Helping the graduate achieve a good work adjustment through ongoing contact with him and his employer
2. Enabling him to sustain valuable friendships made while in the Project
3. Providing undergraduate trainees with encouraging examples of successful graduates
4. Maintaining a clearinghouse for information of value to trainees and their families and for referral to other services within the community
5. Assisting him in building a more satisfactory family life
6. Continuing the involvement of graduates in community service and participation
7. Making it possible for graduates to pursue their newly acquired leisure-time interests and activities, especially those fostering physical fitness and cultural enrichment
8. Providing important feedback to the Project of ideas and information for program evaluation and improvement.

FOLLOW-THROUGH PROGRAM ACTIVITIES

The above-mentioned goals will be implemented through a variety of program activities, some established by the Project (described below) and others that grow out of them as a result of the interests and initiative of the trainees.

Work Adjustment Counseling

The most important function of the follow-through services is helping the graduate achieve successful work adjustment. Three procedures will be utilized for this purpose. A weekly phone call will be made by the follow-through counselor to the graduate's employer to check on progress. In this way problems can be solved before they become major difficulties and the employer can be reminded of the value of this counseling for productive relationships. Regular contacts with the graduate will also be maintained on a more informal basis through a friendly and casual phone call or visit, or via personal contact at other follow-through program activities. If serious difficulty arises for the new employee while at work, he or his employer may request "on-the-spot" counseling by a Project counselor. It was found in the Youth and Work Project that a visit to the work sit by a staff member often helps to resolve problems.

Alumni Clubs

The Alumni Clubs will serve as the core of the follow-through services. Preliminarily tested out in the YMCA Youth and Work Project, this approach has been highly successful in providing a major contact point with the graduate trainee and meeting his needs most directly. Each group graduated will be invited to organize their own Alumni Club. These clubs will be organized and directed by the graduates themselves and will be encouraged to meet on a regularly scheduled basis. The primary purpose of the clubs will be social; however, the staff related to the club will have a variety of resources available so that recreation, informal education, and other programs can be developed.

Since experience has shown that most new graduates often need help with various adjustment problems, there will be adequate provision for group discussion. Staff members will be present to serve as sources for vocational, educational, and other information, and to help in other ways. These meetings, then, will provide the setting for valuable exchange of information for both the Project and the graduates.

Married Couples Clubs

These clubs will be an outgrowth of the Alumni Clubs, serving the special needs and interests of graduates who are married or who have children. Conducted by the graduates and their wives, it will aim at building responsible attitudes toward marriage and the care of children. Group discussions, films, recreational programs, special assistance, counseling, and other methods will be used to deal with the problems besetting young couples. By working with young families and building on the foundation provided by the Life Skills Education Program, the TRY Project will be able to alter some of the traditional family patterns of the depressed urban area.

Community Service and Participation

Graduates will be encouraged to continue and deepen their involvement in community participation. Community service projects will be organized by the Follow-through Services Unit in coordination with the existing community services. Other projects will be originated by the unit where services are needed. Project graduates will be encouraged to cooperate with the lay leadership of the community at large in such worthwhile enterprises as voter registration, literacy drives, adult education programs, health education programs, neighborhood clean-ups, clubs for boys and girls, etc. In this way, they will continue to be able to affect the community in which they live.

Recreation, Physical Fitness and Cultural Enrichment Activities

A major concern of the Follow-through Services Unit will be facilitating the continuation of the graduates' newly acquired leisure-time activities and interests. As mentioned above, the Alumni Clubs will organize ancillary activities from time to time, including athletic events, tours and outings, social events, hobby clubs, and the like. But, facilities will be limited because of the comprehensive ongoing activities of the Project; careful planning and coordination will be necessary to make them available for use by the graduates. The major emphasis will be placed, therefore, upon helping the graduate find outlets for his vocational interests in organizations, clubs, and facilities located elsewhere in the community and the metropolitan area. The Project will make a concerted effort to assist graduates in attaining memberships in these associations so that they can gain social competence and acceptance as they pursue their interests. The assurance that they can join and belong to worthwhile organizations will be a valuable experience for the future, when they will be expected to participate in political clubs, religious groups, PTAs, community organizations, etc.

The Trainee Advisory Board

An Advisory Board of graduates will be organized to provide regular reporting of evaluation data and program suggestions from the perspective of the youth served. It will be drawn from the membership roles of the Alumni Clubs and will meet on a regular monthly basis. It will be moderated by a member of the TRY Project's Advisory Board, which is composed of outstanding laymen from the community.

It is important to note that a pilot Trainee Advisory Board has already been formed and convened. It is made up of selected volunteers from the YMCA Youth and Work Project. It has reviewed this proposal and made a number of useful suggestions.

Employment of Graduates

The Project expects to employ a number of its graduates as full-time Youth Advisors and part-time Recruitment Assistants (cf. the Placement Unit of this proposal). The most logical source of these graduates will be the

Trainee Advisory Board and participants in the follow-through program who show interest in and aptitude for youth work. These persons should prove especially valuable in these positions because of their intimate knowledge of the Project and because the trainees will identify most closely with them.

CHAPTER 5

THE TRAINEE AND THE PROGRAM

5 - THE TRAINEE AND THE PROGRAM

The model which has shaped the TRY proposal emphasizes that the struc ture of an environment plays a major role in determining the way an individua behaves. In the design of the TRY program, therefore, emphasis is placed u the nature of staff-trainee relationships, questions of discipline and standards behavior, the scheduling of the trainee's time, and ways in which these extern guidelines for behavior will be internalized by the trainee.

As indicated in Chapters 2 and 3, by the time the trainee is an adolesce he has already learned a set of lessons taught by an environment that frequent is punishing, inconsistent, and undependable. In order for the environment e visaged in the TRY program to be most effective, it must be structured to pe the unlearning of currently negative attitudes and behaviors, as well as oppor ties to systematically try out and incorporate newer and more positive styles behavior. The sections which follow will consider the trainee in terms of rel tionships with the staff, standards of conduct, program schedules, and discip ary procedures.

THE TRAINEE AND THE NEED FOR STRUCTURE

The trainees will be, for the most part, the products of the culture of poverty. They will come from homes marked by the absence of one or more parents, where inconsistent relationships, disciplinary procedures, and dem set the tenor of family life, and where there is little or no positive involveme of the family members in one another's welfare. A lack of meaning and structure also permeates their experience outside the home in the housing unit or block, and in the neighborhood. Even school, the last hope for a sense of meaning and order, often proves a bitter and frustrating experience.

The trainee's need for meaningful structure, therefore, has been a paramount consideration in the planning of curricula, methods, and policies for the project. The organization of the occupational training program (see Chapter 4) is based upon practical units of training commensurate with the trainee's level of motivation. These units lead to payoff work experience and the opportunity to continue in advanced training units. This provides a step-by-step organization for the achievement of long-range goals which will have lasting value for the trainee in his working career. Similarly, the Life Skills Program with its focus upon problem solving in Areas of Life Responsibility will assist the trainee in carrying out realistic plans. (Cf. the Life Skills Education section included in Chapter 4.)

The present chapter will illustrate how the need for structure will be met in three areas of concern to the trainee: inter-personal relations, discipline and standards of conduct, and schedules for the effective use of time. Self-development and growth will be achieved through a gradual transition from an externally imposed organization with relatively few alternative choices, to an increasingly internally defined structure wherein responsibility for choosing lies with the trainee. He thus enhances his own sense of competence and self-worth by learning valuable skills for relating with others, controlling his own behavior, and making the most of his time and energies.

THE EFFECTIVE SCHEDULING OF TIME

Problem

A concrete illustration of the need to train youth to manage time effectively can be seen in the typical drop-out's inability to account for time spent as recently as the day before, a week or a month ago. Frequently, he cannot remember the date on which he left school or the date of the beginning or end of a job, even to the nearest month. He fails to keep appointments scheduled weeks in advance, because he says that he "didn't have time," but when questioned as to what he did with his time, he is usually unable to report anything specific.

Objectives

The misuse of time is both a symptom of a life without purpose and a cause of additional problems in adjusting to the demands of society. If the goals of TRY are to be achieved, the trainee must become aware that his time is as valuable a commodity as his energy and his labor, that its use must be carefully planned, and that he can organize his days for himself to maximize his satisfactions. The TRY schedule is designed to help the trainee grow in competence in managing his time. Stages in the development of this competence parallel that of growth in inter-personal skills and responsibility for one's conduct.

TYPICAL WEEK SCHEDULE FOR TRY TRAINEE

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
7:00 8:00	*BREAKFAST*						
8:00 9:00 10:00	Life skills education	Life skills education	Life skills education	Life skills education	Life skills education	Related work experience	Religious services *(optional)*
11:00	Individual counseling	Activity projects	Activity projects	Group counseling	Activity projects		
12:00	*LUNCH*						
1:00 2:00 3:00	Vocational training	Vocational training	Vocational training	Vocational training	Vocational training	Related work experience	Recreation
4:00 5:00	Physical education	Related work experience	Physical education	Related work experience	Physical education	Recreation	
6:00	*DINNER*						
7:00 8:00 9:00 10:00 11:00	Leisure course	Free	Leisure course	Field trip	Recreation	Recreation	Recreation

Procedures

During the orientation period, and for a short time thereafter, schedules will be designed to assist the trainee in getting used to the idea of being at certain places at definite times. This is a difficult but valuable lesson for disadvantaged youth to learn. During this period of adjustment, the trainee's tardiness and absences will be called to his attention and he will be given every opportunity to demonstrate that he can begin to follow the basic rules. In a sense, during this period the trainee will be offered "second" and even "third chances." As training proceeds, the rules and regulations will be administered with increasing firmness. He will be involved in a full and tightly organized schedule of daily events ranging from occupational and life skills instruction to counseling and leisure-time programs (see attached exhibit). At this point, he will be undertaking the basic unit of his occupational instruction in which he will have little choice as to scheduling. Similarly, the Life Skills Program will require the trainee's fullest participation. Though he will be able to choose among the various leisure-time activities, he will be required to be at one or another during the time allotted for this program. The trainee will be encouraged to complete the elementary training in order to move on to more advanced training, where he will enjoy greater choice and self-direction. The example of the greater freedom enjoyed by advanced trainees will serve as an incentive to entering youth.

During the latter stages of the program, the trainee will have greater responsibility for planning his own time, deciding what course of study he will pursue, and actively helping newly entering trainees in planning and implementing their schedules. Thus, the trainee moves from an initial period where schedules are administered flexibly, to one where the majority of his time is planned and carefully accounted for, to a final stage in training where he himself increasingly assumes responsibility for the management of his own time.

INTER-PERSONAL SKILLS

The TRY program is designed to provide the maximum opportunity for the trainee to interact and identify with competent male staff members in a variety of situations. Good trainee-staff relationships will provide many opportunities for helping the youth to learn valuable lessons in living which, in happier circumstances, are a father's legacy to his son. Careful planning is necessary to provide the conditions necessary for the development of positive relationships between the trainee and staff members.

There will be three stages in the development of these relationships:

1. During the initial stages, the staff will be interpreting the program and identifying themselves to the trainees in terms of their values, their expectations regarding trainees, and their genuine interest in the trainee as a

worthwhile person. The trainee will most likely test out the limits of the emerging relationships in order to see for himself whether he can trust the staff.

2. Gradually, limits will be spelled out to the trainee and he will be expected to abide by them. Increased demands will be made upon him in terms of courtesy, reliability, and consideration in his interaction with staff members and with fellow trainees. Irresponsible behavior and attitudes will be met with progressively less tolerance from the staff. The trainee will be expected to exhibit more and more, in his own actions, the kind of conduct that he has enjoyed receiving from the staff. In this way, the groundwork will be laid for both the internalization of more acceptable standards of feeling and behavior and for the development of a more wholesome self concept. Trainees who, because of severe emotional problems, cannot successfully make this transition will be referred to the staff of the "learning laboratory," for more intensive counseling and guidance. (Cf. Chapter 6.)

3. The final stages in the growth of inter-personal skills will be the development of increasing inner-directnedness and autonomy. Evidence of interna ized standards of responsibility, self-worth, positive work habits, and motivatio to achieve will be constantly reinforced. Finally, the trainee will be encouraged to think through and redefine for himself his relationships with various staff members and fellow trainees. When he has tested out his own ability to initiate structure and maintain satisfying inter-personal relations with the project milie he will be in a better position to extend his newly won skills to building more

rewarding relationships with his family members, his friends, his neighbors, and other members of the community.

Five of the most important relationships the trainees will experience are described below:

¶ The trainee and the Life Skills Educator. The relationship between the trainee and his Life Skills Educator will be the most profound and stable relationship he will make in the TRY Project. The most logical person for the critical role of special confidant or counselor is the Life Skills Educator, to whom is entrusted the program of reality orientation and preparation for life's responsibilities. As a counselor-educator he will need to be deeply involved with his charges so that he can genuinely share their feelings. He will be expected to take responsibility for disciplining them when necessary. He must care enough to risk disappointment and rejection by them or he will be of little use to them. Relationships with trainees will at times be difficult to maintain; the initiative for so doing will lie with the staff. It is imperative that the trainees learn from this experience that all adults are not neglectful and rejecting. It is expected that this experience will have profound and lasting effect upon the trainee's perception of himself and his capacity to assume an adequate adult identity.

¶ The trainee and the Vocational Instructor. The crux of the relationship between the trainee and his Vocational Instructor will lie with the trainee's desire to be like his instructor in competence and skill. The occupational areas have been carefully selected to appeal to the drop-out and to facilitate employment. As he relates with his instructors, he will be able to identify with an attractive role that is a real possibility for him. For many trainees it will be the first experience of this kind in their lives. Since the instructors will not be drawn from the university, but rather from the ranks of skilled workmen, the trainee will feel more comfortable with them than he did with the college-bred teachers he had in school. Because of its unique appeal to the trainee and the great potential implicit in it for behavioral changes, the instructor-trainee relationship will be carefully cultivated. Participation in In-Service Training will help instructors to maximize the opportunity they will have to significantly affect the trainee.

¶ The trainee and the Residence Advisor. The Residence Advisor will be intimately associated with the trainee in his "home away from home" and, as a substitute parent, will serve as disciplinarian, friend-in-need, and counselor. He will contribute uniquely to the milieu counseling approach by being available during evening hours as a sounding board for the trainees in informal group discussions. He will be there to encourage and guide those indispensible and impromptu "sorting out" sessions so characteristic of adolescents, especially in the late evening or early morning hours. The trainee will perceive the counselor as an experienced and responsible person who thinks enough of him to be willing to live with him within the project and the community.

¶ The trainee and the Recreational Instructor. A leisure-time or recreational activity such as music or athletics may be the first successful avenue of contact to otherwise inaccessible trainees. Once it is made, progress can then occur for the trainee in other areas of the program. Similarly, a trainee's interest in one of these activities could conceivably help retain him in the program when he might otherwise leave. Finally, the trainee will perceive the instructor or coach or Recreational Advisor as an expert in a coveted skill area. If he likes him, the trainee will, most likely, attempt to emulate his other qualities as well. The Recreational and Physical Education Instructor, as a person, can make significant contributions to the trainee's development.

¶ The trainee and the Youth Advisor. The relationship between the trainee and the Youth Advisor will be of great significance for several reasons. With adequate preparation and supervision, the indigenous worker has been found to be very effective in functions which until now have been performed only by professional workers. In many instances, moreover, it has been found that the indigenous sub-professional is even more effective than the professional, because he shares a similar origin with his charges, has faced the same problems and frustrations in his own life, and has achieved a level of competence and success that is a real possibility for the trainee. The trainee will be able to identify very closely and easily with the indigenous Youth Advisors. A specially tailored In-Service Training Program will enhance their service to the youth of the TRY Project.

DISCIPLINES AND STANDARDS OF CONDUCT - PROGRESS TOWARD SELF-DISCIPLINE

There is a great need for carefully structured disciplinary policies in a program such as the TRY Project. Experience has shown that disadvantaged youth typically lack practice in controlling impulses, introspecting, and persevering. Victimized by chance, circumstance, and society, he often attempts to escape the burden of responsibility for his actions. Most of the trainees entering the project will have been subjected to considerable hardship, injustice, and tragedy in their short life spans. Because they grew up in such an undependable environment they have not been able to internalize a meaningful and compelling system of ethical values; they tend to be amoral, rather than immoral. Many of the trainees will be aware of their needs for discipline and will even welcome limitations and sanctions; others will not. However, since one of the major goals of the TRY Project is to help trainees to achieve a sense of personal responsibility for their actions, a reasonable system of discipline is essential.

Disciplinary Procedures

The plan of disciplinary management to be followed in the TRY Project parallels the sequence outlined above in describing the development of interpersonal relationships between trainees and the staff.

During his first few weeks in the program, the trainee will enjoy a period of relative grace. in which he will be expected to learn and understand the rules and regulations and expectations regarding behavior. The staff will, in general, maintain a relatively lenient attitude toward infractions during this period - except, of course, those of a very serious nature. However, after the initial familiarization period, the trainee will be expected to observe all of TRY's rules and regulations. This will be made clear to him repeatedly by the entire staff - Life Skills Educators, Vocational Instructors, Youth Advisors, etc. A graded series of sanctions, calculated to direct behavior into acceptable channels, will be justly administered and enforced, primarily by the Life Skills Educator. Appropriate sanctions will make disruptive behavior increasingly more uncomfortable and inconvenient for the trainees. Advanced trainees will have opportunities to help formulate and enforce rules and standards of behavior. They will be asked to serve on review boards making disciplinary recommendations to the staff in cases of infractions by other trainees, and will serve on committees organized to review and augment disciplinary policies and standards of conduct. In this way, trainees can be helped to internalize disciplinary measures and to experience increased self-control through a realization of the positive value of appropriate standards of conduct.

The Violation of Rules And Their Punishment

The disciplinary system of the TRY Project will be based initially on the experience of the YMCA Youth and Work Project. As in the YMCA Youth and Work Project, offenses will be grouped broadly into those which can be dealt with within TRY, and those of a more serious nature, which fall within the domain of public law enforcement. Offenses which will be dealt with within TRY, ranging from serious to minor, will be geared to a system of graded sanctions. These include: dismissal, suspension, exclusion from scheduled activities and consequent loss of pay, and exclusion from desired leisure-time activities and facilities. Repeated misbehavior will in general incur increasingly severe sanctions. Problems regarding threats, fights and attempts to fight with staff members and fellow trainees, theft and attempted theft, the use of alcohol or drugs, or destruction of TRY property are the more serious of the problems which can be expected and which will be dealt with within the TRY Project. Examples of minor behavioral problems are: unexcused absence, tardiness, unauthorized withdrawal from scheduled activities, conduct unbecoming a gentleman, and inappropriate dress.

The basic responsibility for dealing with offenses lies with the staff. However, they will be assisted in this task by a number of trainee advisory boards which will, in effect, constitute a jury of peers. It was found in the previous project that group consensus is a powerful influence in disciplinary cases. This is no doubt due to the fact that the young offender is forced to face the truth about himself by the one group that really knows it, feels the same pressures that he does, and will not permit him to evade his responsibility. Dramatic changes in behavior have been observed in the trainees who have come before these groups, as well as in the trainee members of the panel.

Two types of review boards or panels are planned for the TRY Project: a Trainee Review Board, composed of staff members and carefully selected, well motivated, and responsible trainees; and an informal group called the Life Skills Advisory Committee, composed of members of the offender's Life Skills group.

¶ Trainee Review Board. An example of a case referred to the Trainee Review Board might proceed as follows:

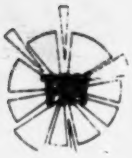
- A trainee is referred by his Vocational Instructor to his Life Skills Educator on the charge that he has stolen a valuable tool from the shop area. The Life Skills Educator in turn feels that the case is a serious one and refers it to the Trainee Review Board. The board considers the evidence, the sources of information, the background of the trainee, his needs for money, his progress in the program, and makes its recommendation. The recommendation is forwarded to the appropriate training director for review and implementation.

¶ Life Skills Advisory Committee. A typical case evaluated by the Life Skills Advisory Committee might be as follows:

- A trainee has been referred by his Life Skills Educator to the group because of repeated lateness at some scheduled activity, such as vocational

> instruction. He has previously been penalized by having his pay docked, but this still has not produced any change in his behavior. The committee then discusses the case, giving the trainee ample chance to explain his side of the story. They evaluate excuses, the circumstances contributing to his tardiness, his general attitude toward the project, his attitude toward the scheduled activity involved, etc. They then recommend measures to help the trainee correct his problem, such as getting an alarm clock, a watch, or help from a buddy who has the same activity and likes to get there early. They will also recommend sanctions such as exclusion from a desired leisure-time activity. Their recommendations will be guided by a suggested list of graded sanctions which will be available to the committee. The Life Skills Educator, sitting as the TRY Project representative, will have the final responsibility for reviewing and implementing committee recommendations.

It is essential that security and good order be maintained within the TRY Project, in order to protect the rights of all. To accept responsibility for discipline is an important means by which youth can be taught the relation between acts and consequences, so that they come to understand that what they do is directly related to what happens to them.



CHAPTER 6

EVALUATION AND DEVELOPMENT

A - PROGRAM EVALUATION

6 - EVALUATION AND DEVELOPMENT

A - PROGRAM EVALUATION

In view of the massive expenditures of both funds and human resources involved in the War on Poverty, a rigorous evaluation of the effectiveness of the projects included in this effort is essential. Accordingly, the TRY Project incorporates a thorough project-evaluation program.

CHARACTERISTICS AND GOALS OF EVALUATION DESIGN

The TRY Project will seek to integrate traditional social science research techniques with industrial quality control and change research models in devising procedures to assess changes in behavior, attitudes, skills, and institutional systems attributable to the Project's work. The evaluation procedures will focus on examining the overall effectiveness of program components as they relate to goals of the Project and on the extent to which organically integrated evaluation can itself play a decisive role in accelerating the process of change.

The design for program evaluation places a premium upon the *early* identification of factors affecting the decision-making process of trainees, of staff, and of management so that necessary modifications in programs and procedures can be made as quickly as possible. For a variety of reasons, social welfare and educational programs have not been very responsive to the need for continuous self-evaluation and self-correction as essential for the growth of individuals and institutions. However, the challenge of dealing with the disadvantaged is now bringing about changes in research methods. Until the recent past, research has mainly emphasized the problem of diagnosis and the description of individuals or groups for specific purposes such as job selection and the prediction of future behavior in general. Too often this research was based on a static conception of man, and one ignored the fact that people are often changed significantly by their environments.

Change research, or "action research," is specifically designed to describe and evaluate changes in individuals or groups and to determine insofar as possible what factors (in this case program elements) produce the change. Such an organic approach, which takes into account the ongoing interactions between staff and trainees and makes this knowledge regularly available as the program evolves, is crucial for program success, and it has been made the framework of the evaluation design for this project. The effective use of change research is not easy - it requires a thorough understanding of the social, psychological, and educational status of the youth to be trained. This is necessary not only in measuring change but also in conceptualizing the kinds of goals to be achieved in a manner consonant with the realities in the lives of these young men.

Change research involves strong emphasis on "feedback" mechanisms, so that evaluation is, from the beginning, an integral, functional component of the total program designed to facilitate intercommunication within the educational system. The evaluation design incorporates on a regular basis:

1. Feedback to each student of concrete information on his progress. It is assumed that "knowledge of results" is essential to enable students to modify their behavior and staff to adjust the learning environment. Particularly at the later stages, this knowledge will be a more efficient, independence-producing reinforcer than generalized rewards and punishments.

2. Feedback of information to program leadership and other staff about staff performance and program unit effectiveness. This is necessary if program modification and development is to be an ongoing process based on informed decisions.

3. Feedback of information to the responsible community about the overall project operation. This feedback will be in the form of reports, conferences, and seminars; with contract officials; board members; professional consultants and advisory committee members; outside institutions such as the Board of Education, the Employment Service, the Police Department; and local community leaders.

The nature of this communication and its effect upon staff and trainee is a paramount issue in the Project research. From findings on this subject, it is believed, will emerge important data on the processes of orderly social change within institutions that will have significance for all educational systems.

GENERAL HYPOTHESES

Several predictions about the Project can be made at this time. In comparison with similar youth not in TRY, TRY youth will show changes according to the following criteria:

1. They will be engaged in employment more frequently, earlier and will remain longer. They will change employment less frequently for reasons of personal or employer dissatisfaction, and job changes will more often be related to upgrading rather than personal or employer dissatisfaction.

2. They will *return to school* more often and earlier and remain longer. TRY youth will drop out of future training programs less often because of personal or teacher dissatisfaction. Also, they will be more likely to *complete* a conventional unit of schooling, such as high school or a specialty program, before discontinuing school. Finally, the *educational level* attained by TRY youth will be closer to their *educational potential*.

3. They will more often become engaged in a combination employment and education and, therefore, will more often *upgrade* their *employment potential* through increased development of personal skills or general knowledge.

4. They will spend their *free time* more constructively in participant activities, requiring *competence*, which have personal and social value.

5. They will *marry later*, date longer before marrying, have fewer children, experience fewer separations, desertions, and divorces, participate more in the raising of their children, spend more time at home, and live in better housing than non-TRY youth.

6. They will *join* more *community groups*, such as political parties, churches, and fraternal organizations, and assume more *leadership* roles.

7. They will *depend less* on city poverty services such as welfare, unemployment compensation, public health facilities, mental hospitals, and prisons at a considerable *saving of the tax dollar*.

8. Their living standard will improve and they will utilize more economic resources as evidenced by *increase* in *income*, *purchasing power*, *tax*

payments, changes in insight into public or private resources which have financial value, relating to opportunities (e. g. , availability of scholarship assistance).

EVALUATION PROCEDURES

General Design

Criterion measures, i. e. , objective performance measures of change against which progress can be evaluated, will be developed. This will include measurements and ratings of success in the areas of vocational skills and life skills, ratings of performance by teachers and supervisors, ratings of performance in work exploration and evaluation settings, and similar follow-up evaluations of actual job performance.

For purposes of analysis three classes of "change" variables, each defining a component of the program, will be selected, as follows:

1. Change in social-psychological behaviors (e. g. , changes in behavior and attitudes toward work, school, peers, staff, adult roles, social institutions)
2. Change in vocational educational behaviors (e. g. , increased knowledge and skills, including reading, writing, occupational choice, work procedure, job getting)
3. Staff variables: demographic (education, experience, social background); changes in ratings by supervisors; changes in ratings by peers; changes in ratings by trainees; performance on the job.

These three classes of variables, both individually and collectively, will be analyzed from the point of view of their relative contribution to the overall criterion measures described above. In addition, it will be possible to study the relationship that each class of variable has with every other and with criterion measures. This method will provide data leading to the development of a variety of indices, e. g., "employability index," "change index," "basal prediction score," which will be of significance for the TRY Project and other anti-poverty projects.

The projected analysis will provide information that can be of use in answering such questions as, for example, with what type of youth in which kind of occupation are life skills and vocational training skills of value, and to what relative degree?

As indicated above, emphasis will be placed upon the phenomenon of "feedback," i.e., how self-corrective mechanisms may be incorporated within the program's structure to ensure rapid and efficient modifications as needed. Monthly and quarterly evaluations of the effectiveness of each program component will be used as one basis for initiating necessary program modifications. As these changes are incorporated it will be possible to evaluate and explore both the sources of information leading to program change and the overall effectiveness of such corrective measures.

Population and Sample

Youth selected for admission to the TRY Project will be unskilled, under-educated males who are now poor employment prospects. These youths will be drawn mainly from a large, poverty-stricken, and culturally deprived area in New York City, the Bedford-Stuyvesant and contiguous sections of Brooklyn. They will range in age from 17-21 years. It is expected that at the end of the first year of training 500 youths will have been accepted as trainees. This will expand to 1,000 at the end of 18 months.

For base-line comparisons, demographic information will be collected on each entering age group. Age group comparisons will provide a rough approximation of the results of a 6-year longitudinal study (i. e., comparison of differences between 17-year-olds and 21-year-olds) and will constitute one control measure. Comparable data from other projects will be used in making comparisons, wherever possible, as an additional control measure. Data from previous controlled sample studies in the New York City area also will be used, as relevant.

Data and Instrumentation

Primary sources of data on trainees will include:

1. Content analysis of tape recording samples
2. Evaluation of participant observers
3. Counselor evaluations in narrative
4. Tests, questionnaires, intelligence tests
5. Ratings by peers
6. Achievements in vocational, recreational, and life skills training
7. Ratings of on-the-job performance.

In addition, periodic evaluations of performance and responsivity will be obtained from teachers, supervisors, counselors, and advisors.

With senior staff members and a panel of independent consultants, the research staff will codify and classify these data for both feedback purposes and long-term evaluation and analysis. During initial phases of the program, emphasis will be placed upon the development of criteria and categories for content analysis and upon the establishment of the reliability and validity of our techniques. In order to ensure that data analysis is relevant to the program and efficient in terms of budget and time it will also be necessary, during the first 30 to 60 days, to decide what areas must be excluded from consideration in the total evaluation effort. A report on this study will be furnished to all funding sources.

Analysis

To a large extent the fundamental analysis will be in terms of descriptive statistics, e.g., relative percentages of success and failure, modal descriptions of successful and nonsuccessful candidates; mean change scores involving both attitudinal and performance areas, etc.

Analysis of variance techniques will be employed in evaluating the relative contributions of the three major program study areas (Social-Psychological Growth, Vocational-Educational Growth, Staff Development) to the overall level of achievement of the trainees. This three-dimensional analysis will provide for the assessment of the interrelationship of program components.

Correlational and regression methods will be used in developing indices of employability, basal change, and basal prediction. Full use will be made of consultant professional research personnel in both the design and execution of this phase of the Project; these consultants will thus serve an independent program auditing function.

Data Processing

A large amount of data concerning both trainees and professional and sub-professional staff can be expressed numerically, as ratings and test scores and averages (years of schooling, family income levels, etc.). It is therefore most efficient in terms of both time and money to utilize electronic data processing techniques wherever possible. In the TRY Project, each datum that can meaningfully be expressed as a number will be coded and entered on IBM punch-cards for both descriptive and analytic statistical manipulation. This will permit continuing rapid feedback of results, and will increase flexibility by speeding up the process of decision making, particularly as it affects modifications in procedures.

Results of electronic data processing will be combined with more qualitative, nonmathematical research techniques to provide a comprehensive analysis of results.

REPORTS

The principal reports that will be forwarded to all funding agencies will include (as a minimum):

¶ Complete descriptive analysis of the trainee population (demographic characteristics, entering ability levels, basic health data, changes in ability and performance, numbers employed following training, number failing to complete training, etc.)

¶ Comparison of descriptive data with internal control groups and data from similar projects in the local area

¶ Analysis of the role of program components in trainee success and failure

¶ Analysis of recruitment, intake, and assignment procedures

¶ Analysis of staff recruitment and training procedures

¶ Analysis of the effectiveness of indigenous subprofessionals

¶ Analysis of the effectiveness of special educational procedures such as the Edison Responsive Environment

¶ Analysis of the effectiveness of new curricula developed within TRY

¶ Special analysis of the effect of the Life Skills Curriculum upon the vocational adjustment of trainees

¶ Special analysis of the effect of the Life Skills Curriculum upon the social adjustment of trainees

¶ Analysis of job placement and follow-up procedures

¶ Special analysis of the effectiveness of feedback upon the staff, the trainee, and the program

¶ Special survey analysis of the impact of the TRY Project upon the local community.

The above list represents the major kinds of evaluation that will be possible during the first year of the program. It is not intended as inclusive, since special problems and projects will certainly emerge during the course of the project that will suggest new areas for investigation. By remaining sufficiently flexible in the approach to the problem of evaluation, we hope to increase the likelihood of serendipity.

ORGANIZATION OF THE EVALUATION AND DEVELOPMENT DEPARTMENT

The Evaluation and Development Department will include three major functional units:

1. Evaluation unit: This unit will have primary responsibility for integrating and supervising all aspects of the evaluation of the program, to include at least the following:

   ¶ Development of overall research design

   ¶ Selection of the major questions to be studied

   ¶ Responsibility for statistical analysis and interpretation of results

   ¶ Preparation of appropriate forms for the collection and storage of data

   ¶ Final responsibility for the communication of results

   ¶ Liaison between the research efforts and other major aspects of the Project

¶ Responsibility for allocation and scheduling of research priorities

¶ Recruitment and evaluation of research personnel.

2. Special projects unit: This unit will have responsibility for developing such projects as:

¶ New careers Project

¶ Reading technology (e. g., the utility and potential of the Edison Responsive Environment)

¶ Youth Advisor Project

¶ Life Skills Curriculum Materials Development Project

¶ Learning Laboratory

¶ Other projects based on program experience.

3. Staff development and training unit: Responsible for orientation and in-service staff training programs. This unit will be responsible for studying staff recruitment procedures, and analyzing staff performance within the context of the feedback system. (A detailed description of the organization and functions of the staff development and training unit appears separately.)

A close and continuing liaison will be maintained between the research personnel and the members of the staff development and training unit. Other instructional staff will be assisting in research and program development to the extent permitted by time commitments.

Staff Evaluation

The manager of the evaluation unit will be responsible for organizing, in concert with the manager of staff development and training, a program of periodic staff evaluation in order to achieve four major goals:

1. Overall measurement of the effectiveness of the professional and subprofessional staff
2. Evaluation of the effectiveness of staff recruitment, orientation, and training procedures
3. Generation of recommendations and suggestions concerning possible modifications in programs and procedures
4. Provision of regular feedback to staff on operational effectiveness.

Major sources of data upon which both short-term and long-term evaluations will depend include:

¶ Ratings of performance by senior staff members. (For example, life skills specialists will rate life skills educators in terms of their performance as teachers and as counselors.)

¶ Estimates of effectiveness based upon the achievement of trainees with whom the staff member was involved. (For example, holding individual differences among trainees constant, what proportion of differences in overall trainee performance can be attributed to differences in the characteristics and ratings of a particular life skills educator?)

¶ Estimates of effectiveness based upon ratings by trainees. (For example, is effectiveness as a life skills educator dependent upon a dimension of "likeability"?)

These ratings should be useful in developing an overall index of effectiveness; they can also be measured against the criteria for staff selection. This information will then be applied in selecting replacement staff during the first year of the Project and in selecting staff during subsequent months as program expansion takes place. In evaluating staff development and training, particular attention will be paid to clusters of variables that seem to cut across careers and may serve as guideposts in defining vocational roles.

DEPARTMENT STAFF

The staff will consist of the following major personnel (see appendix for detailed job descriptions):

1. Director of evaluation and development - Responsible for maintaining liaison with other program components and coordination of activities in three major areas:

   ¶ Program evaluation

   ¶ Staff development and training

   ¶ Special projects.

2. Manager of evaluation - Primary responsibility for data collection, statistical analysis and interpretation of results; allocation of research priorities, and supervision of evaluation of staff personnel.

3. Manager of staff development and training - Responsible for developing and implementing a comprehensive program of in-service training for the professional and subprofessional staff, and for the selection of criteria for staff recruitment.

4. Manager of special projects - Responsible for the detailed study of selected critical problem areas, including reading technology, work-sample exploration, the development of new careers, and other problems as they emerge during the operation of the Project.

5. Research assistant (senior) - Senior research assistants will be assigned to units of the Evaluation and Development Department to assist in the planning and analysis of evaluation procedures, training programs, and special projects. Senior research assistants will have particular responsibility for day-to-day monitoring of data collection procedures and the preparation of interim reports.

6. Research assistants (junior) - Junior research assistants will have primary responsibility for collecting, collating, and coding data, maintaining records and files, and handling basic statistical operations.

B - SPECIAL PROJECTS

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PURPOSE

As stated earlier, there is a great need in all anti-poverty programs for new approaches to the highly complex problem of producing positive attitudinal and behavioral changes in disadvantaged adolescents. Too often, these programs have uncritically applied techniques and methods that are no longer relevant to the specific needs of the population. The TRY Project is designed to demonstrate the need for a comprehensive and innovative approach to the reeducation and re-integration of the school drop-out. The entire TRY Project is an attempt to construct a new Educational System, based upon effective integration of a number of work program units. As in any new Educational System, provision must be made for specific supporting components for the in-depth development and coordination of new ideas and methods. The results of such efforts at creating a new methodology could have a nationwide impact.

THE PROJECTS

Among the developmental programs to be undertaken during the first year of the Project are the following:

1. Life Skills Curriculum Materials Development Project
2. Learning Laboratory Project
3. Reading Technology Project
4. Youth Advisor Project
5. New Careers Project.

It is anticipated that the need for other special projects will emerge once the program is under way.

LIFE SKILLS CURRICULUM MATERIALS DEVELOPMENT PROJECT

Problem

Life Skills Education, described in detail in Chapter 4, is the major program unit designed to produce psycho-social changes in trainees. Because a special Life Responsibilities-centered curriculum will be devised that places a greater emphasis upon a combination of teaching and counseling roles, detailed, graded written and audio-visual materials must be developed that can be integrated within this framework. Some good material is already available commercially that can be readily adapted for inclusion in Life Skills Education. However, the bulk of currently available material is either not oriented toward the content of the Life Skills curriculum, or is beyond the comprehension level of adolescents with reading or other verbal handicaps.

Procedures

A team of three highly qualified and experienced curriculum materials specialists, under the supervision of the Manager of Curriculum Materials Development, will be given the task of adapting existing material and designing special written and audio-visual material for use in the Life Skills Educational program. Special consultants from local public schools and universities will provide additional support for the effort. Close and continuing association will be maintained with Life Skills Specialists, Life Skills Educators, and members of the evaluation team to provide a constant flow of information regarding the effectiveness of newly developed materials.

A further consideration in developing new curriculum material is related to the concept of "ability tracks," which is detailed in the section on Life Skills Education. Two general types of classes will be constituted from the pool of accepted candidates: (1) classes composed of trainees at the same ability level, and (2) classes composed of trainees with different abilities and potential. While the majority of classes will be of the first (homogeneous) type, a few of the second, (heterogeneous) type will provide a laboratory for testing the range of effectiveness and applicability of experimental curricula and will serve as a control. This procedure will permit the Manager of Curriculum Materials Development and his staff to design and evaluate a variety of written and audio-visual materials for use with both highly selected student populations and classes reflecting a wider range of ability, motivation, and interest.

It is anticipated that these newer curriculum materials will be of value for similar programs with different target populations. Controlled and orderly experimentation of the kind envisaged within the TRY Project will permit development of a series of curricula which can be easily adapted for use with other deprived adolescent groups across the nation.

THE LEARNING LABORATORY PROJECT

Problem

Common to every Educational System is the problem of dealing with students presenting a multiplicity of problems and deficiencies that require highly individualized attention. This problem is intensified in the TRY Project since our trainees will be drawn largely from a pool of socially disadvantaged young men who have already, in a manner of speaking, been rejected or failed within the traditional school system. The TRY Training Program has been designed to overcome these disadvantages, and is geared to three general levels of ability. Even the best of these young men will present difficult learning problems and therefore the program tracks previously mentioned must be sensitive to their needs, including those of the 20 percent of the trainees making up the lowest ability track. Nevertheless, a small proportion (approximately 5 percent or 25 trainees) will require very intensive personal and individualized attention in order to complete training with even a modest degree of success. The Learning Laboratory, the troubleshooting arm of the TRY Project, will be concerned with this most difficult group - i.e., the potential "rejects" of the TRY Educational System - and will provide diagnostic and remedial services as required.

Objectives:

The major objectives of the Learning Laboratory are:

1. To provide intensive diagnostic services for TRY youth who exhibit severe learning difficulties. This will include:

- Evaluation of psychomotor function - i.e., perceptual and auditory responsivity and "style," speech defects, etc.
- Evaluation of specific learning problems - e.g., reading and computational deficiencies
- Evaluation of intellectual and emotional deficiencies through the use of appropriate clinical psychological instruments.

2. To provide individual therapeutic and remedial services, which will include:

   - Remedial reading training, including programmed instruction with the Edison Responsive Environment "Talking Typewriter"
   - Speech therapy
   - Intensive counseling
   - Professional social work services to arrange for referrals for more intensive care to other treatment facilities in the community.

3. To carry out basic investigations in cooperation with local universities in the areas of perception, cognition, and learning in order to provide reliable information on the nature of the primary deficiencies among the selected group. It is anticipated that from this continuing study will flow

a variety of ideas and suggestions that can be incorporated within the main training programs.

Procedures

Individual trainees identified by the teaching staff as having severe or multiple learning problems will be referred to the Learning Laboratory for evaluation. Upon diagnosis, trainees will be:

1. Referred back to the regular program with appropriate recommendations, or

2. Provided with intensive remedial services by the Learning Laboratory staff until they can be returned to the regular program, or

3. Referred to an appropriate community agency. This will be the case in those instances where problems are so severe as to require services not available within the Learning Laboratory (e.g., psychoses, suicidal tendencies. possible brain damage, etc.).

Staff

The staff of the Learning Laboratory will include qualified psychologists and various remedial experts. Relationships are being established with universities in the New York City area in order to arrange for professionally approved internship programs. The Learning Laboratory staff will provide supervision for psychology and remediation interns in consultation with university faculties. This procedure will not only increase the available staff and permit more individual attention, but will also provide a channel through which ideas from the TRY Project and the universities can flow.

READING TECHNOLOGY PROJECT

Problem

Many of the trainees will exhibit severe reading problems. Poor reading ability was, in fact, a major reason for their ever-increasing difficulty in mastering school subjects, which contributed in large measure to their failure as students. It was found in the YMCA Youth and Work Project that reading levels of most trainees fall between the third and ninth grade levels, averaging at the sixth grade level. A small percentage were below and above these levels.

Even these figures conceal the true nature of the problem of assessing reading deficiencies. Grade-norm tests currently used are relatively gross and do not permit an adequate evaluation of a given student's ability to handle a variety of sub-skills (i. e., sounding out of new words, discrimination of tense and mode, etc.) which are the basic building blocks for reading improvement. New techniques are needed for diagnosis of sub-skill deficiencies and their remediation.

Objectives

The Reading Technology unit is concerned with the refinement of existing techniques and the development of new methods for teaching reading efficiently, utilizing programmed instruction technology. The focus during the first year of the project will be on the construction of programs for diagnosis and remediation using the Edison Responsive Environment "Talking Typewriter."

The basic objectives of the Reading Technology unit will be:

1. To determine and define, by consultation with specialists and by observations, the essential sub-skill components that must be mastered in order to attain different levels of reading competence (i.e., following directions, reading a newspaper, understanding literature, etc.)

2. To develop appropriate diagnostic procedures for assessing sub-skill performance, utilizing the full capability of the Edison Responsive Environment "Talking Typewriter" and selected or specifically designed tests

3. To develop and refine remediation procedures through the design of programs for the Edison Responsive Environment equipment that can be incorporated as part of the Life Skills Curriculum for trainees falling within the lower 25 percent of the student population

4. To integrate the above programs with additional methods such as SRA reading kits, tape recorders and earphones, etc.

Procedures

During the tooling-up period, a major effort will be directed at surveying and building a library of existing reading programs and methods. Life Skills and curriculum specialists together with consultants will evaluate these materials and attempt a preliminary design of diagnostic procedures. Staff will be trained in the use of the Edison Responsive Environment equipment, and preliminary programs will be constructed and tested out with selected youth. This will in effect be a "shakedown" period to familiarize staff with the process of program design. All of the first 100 trainees will be scheduled for regular ERE sessions in order to establish norms for the trainee population and to determine the effective limits of efficient usage. As new groups are admitted, programs will focus on the lower ability tracks and on youth referred to the Learning Laboratory. The ERE equipment will most probably be of greatest value in helping those youths who have the more serious reading problems.

It is anticipated that the most efficient use will be achieved from scheduling each youth for 1/2 hour per day for a period of several weeks. Because of the relatively high cost of this equipment, only five units have been budgeted for the first year. The five units will permit an adequate test of whether use of this equipment will result in substantial long-range savings in training and staff time.

Throughout the tooling-up and planning period TRY staff will be consulting with curriculum development companies such as Basic Systems, Inc. If after the tooling-up period the staff determines that there is a distinct need for more refined reading and math diagnostic instruments, subcontracts for their development will be arranged.

Staff

One Curriculum Development Specialist will assume overall charge of this project. He will be assisted by other Curriculum Specialists, Life Skills Specialists, Life Skills Educators, and members of the evaluation team.

YOUTH ADVISOR PROJECT

Problem

One of the consistent difficulties in providing services, including education, for the deprived is the problem of communication across social class barriers. Those providing services often cannot effectively establish the kind of two-way communication necessary if learning is to take place. In the YMCA Youth and Work Project it was found that instructors and counselor aides drawn from the deprived community were able to establish excellent working relationships with the youth and professionals and materially improved overall team effectiveness. As a result this use of indigenous personnel will be continued in the TRY Project.

In addition, the use of indigenous staff personnel will provide the opportunity to define new subprofessional roles and to provide meaningful employment for talented individuals who, because of social deprivations, lack the academic qualifications traditionally required for such employment. A demonstration project for the training of such indigenous personnel was recently conducted by the National Committee on the Employment of Youth. This training program helped to clarify the problems of selection, training, timing, and on-the-job supervision of subprofessionals.

The operational plan of the TRY Youth Advisor Project which follows has been based on the experience of the NCEY and YMCA Youth and Work Projects.

Objectives

The Youth Advisor Project has the following immediate and long-range goals:

1. To identify and develop appropriate training and supervisory programs for a variety of subprofessional positions that can be filled by individuals whose background, interest, and temperament indicate a talent for working effectively with disadvantaged youth. These may be ex-servicemen, ex-Taxi drivers, ex-foremen, etc., or those who have had some volunteer experience in working with adolescents.

2. To provide, through training and effective supervision, new career lines in health, education, and welfare occupations which are likely to rapidly expand in the years to come.

Procedures

During the tooling-up period, screening and evaluation procedures will be set up for processing candidates for Youth Advisor positions. At the same time, training programs will be developed in consultation with universities and organizations such as the NCEY, for preparing candidates to deal with the social and psychological problems of trainees. Experience has shown that this orientation and training will help Youth Advisors to resolve many of their own problems in communication - among themselves and with professionals. The details of the training program are included in the section on Staff Training and Development. It will consist of a period of orientation, weekly seminars and group meetings, case conferences, and individual supervisory sessions extending over the first year of the Project.

It is also expected, during the second year of the program, to recruit specially qualified TRY graduates to serve as Youth Advisors for newer groups of trainees.

For the first year of the project four categories of Youth Advisors will be trained:

1. Recruitment and Intake Advisors
2. Life Skills Advisors

3. Recreation and Physical Education Advisors
4. Placement and Follow-Through Advisors.

Examples of the kinds of activities Youth Advisors will perform are outlined below:

1. Recruitment and Intake Advisor:
    - ¶ Assists recruitment staff in processing referrals, answering inquiries, and in publicity efforts in the community
    - ¶ Functions as a detached worker in the community for the purpose of making contact with youth where they congregate
    - ¶ Assists in the scheduling of medical, dental, and psychological examinations
    - ¶ Conducts an orientation tour of the project for prospective trainees
    - ¶ Helps in the preparation and maintenance of records.
2. Life Skills Advisor:
    - ¶ Assists Life Skills Educator in conducting classes and counseling sessions
    - ¶ Assists Life Skills Educator in preparing lesson plans and materials

¶ Participates in group discussions, surveys, role playing, and field trips

¶ Assists Life Skills Educator in evaluating trainee progress and developing needed program changes

¶ Assists in coordination between TRY training programs by visiting trainee in Vocational Training and Recreation and Physical Education training programs.

¶ Helps in maintaining records (attendance, grades, evaluation, etc.).

3. Recreation and Physical Education Advisor:

¶ Assists Recreation and Physical Education Instructors; acts as assistant coach, umpire, or referee; assists instructor in maintaining discipline

¶ Assists instructors in planning physical education activities

¶ Participates in clubs, outings, etc. , as advisor and mentor

¶ Assists in maintenance of records.

4. Placement and Follow-Through Advisor:

¶ Assists staff in developing employment opportunities

¶ Assists in evaluating trainee and selecting an appropriate job

¶ When necessary, accompanies trainee to new job; introduces trainee to prospective employer

¶ Assists in post-training counseling of both trainee and employer

¶ Attends alumni club meetings; participates in post-training recreation; helps community volunteers in working to effect positive social readjustments of trainees with regard to housing, marriage, community participation

¶ Helps in maintenance of records.

NEW CAREERS PROJECT

Problem

The social need for programs which explore the possibility of creating "new careers" had been amply documented elsewhere.* "New Careers" has become a social movement; it derives its momentum from the widespread recognition the part of social psychologists, sociologists, economists, and employment specialists - in and out of government - that with rapid social change, there is likely to be more unemployment rather than less, even though the nation's gross national product continues to increase and the nation's affluence continues to reach new highs. The consequences of the national population explosion together with the automation of industry, finance, and agriculture make it predictable that jobs or careers outside of service fields (when cybernation is unfeasible) will become increasingly tenuous as the years go by. The rapidity of social change in the United States mandates that efforts be made now to create alternative employment opportunities in these fields which will not become the victim of this process.

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* - Of particular importance are the following explanations of need for New Careers, particularly as related to the poor: The Indigenous Nonprofessional, Report No. 3, National Institute of Labor Education Mental Health Program; Experiment in Culture Expansion, the proceedings of a conference on the use of the products of social problems in coping with the problem, sponsored by the National Institute of Mental Health, 1963; unpublished book manuscript, New Careers for the Poor, by Arthur Pearl, Ph. D. and Frank Riessmann, Ph. D.

Today, partly due to the initial effects of cybernation, and partly due to other social and economic factors, the nation has a large reservoir of poor people - people who lack education and skills and who are caught within social contexts which do not readily permit access to the opportunity structures which are accessible to the middle class. These large populations of people need help now. The present plight of the poor, coupled with future unemployment predictions which, if true, will affect large segments of the middle class, too, requires intensive exploration of the possibility of creating new careers where today there are none. It is to this problem that this project is directed.

Objectives

The objectives of this project may be stated as follows:

1. To utilize leaders in the industrial and financial fields to explore the problem of new careers in all of its aspects and to utilize their positions as "gatekeepers"; in nonprofit institutions such as libraries, museums, hospitals,

and educational facilities, as well as their positions in industries and finance, to open a path for the development of new careers within those work contexts which will not become vulnerable to cybernation or other economic influences which cause jobs to disappear.

2. To utilize the above types of leaders in the exploration of the types of changes needed within traditional tables of organization in various types of work settings, as well as the social, psychological and attitudinal changes required of regular personnel within various types of work settings which will lead to the accommodation of young people from disadvantaged sections of the city in new careers within such work settings.

3. To study and evaluate the effectiveness of the leaders as well as the effects on regular personnel within work settings where new careers are instituted; in addition to study the relevant social and psychological changes within the youth who are placed in new career opportunities. Such study will be undertaken in collaboration with the Evaluation Unit.

Procedures

1. The leadership group will be drawn from a pool of over 150 persons who function as members of the various Advisory Boards of the YMCA in the Greater New York Area. Selection will be based on the identification of these individuals as "gatekeepers" to nonprofit service institutions as well as to private industry or finance, and on the basis of their interest and willingness to cooperate.

2. It is expected that 30 leadership persons will be identifed and recruited. They will work with the principle investigator, initially as a single group, later as members of subcommittees set up to explore the possibility of new careers in various types of institutions. The leadership group will not be paid but will be provided with books, pamphlets, and related materials which will be required in the process of orienting them to the problem.

3. The subcommittees will identify specific institutions within New York City where new career potentials are believed to exist and one or more members of the leadership group will be designated to initiate discussions with members of the staffs as well as the Boards of such institutions with the view to enlisting the cooperation of the latter in the new careers plan.

4. Once cooperation has been achieved between the leadership group and the institution chosen, a project staff member will work with individuals within the institution to achieve the technical changes necessary within the institutions as a basis for assimilating the new career. While the project staff member will provide technical information and direction, the members of the leadership group who are involved with the specific project will also participate in planning and other aspects of change which will be required to establish the new careers.

5. It is believed feasible to establish a total of six different new career definitions within six different institutions within 4 months after the project is initiated. Twelve trainees would be placed in these positions, two in each new career defined.

C - STAFF TRAINING AND DEVELOPMENT

C - STAFF TRAINING AND DEVELOPMENT

PROBLEM

The TRY Educational System incorporates a variety of innovations in pedagogy, administration, and evaluation. These newer approaches will alter the traditional role and function of the teacher, the counselor, the administrator, and the researcher. An additional, and most important, goal will be the development - within as brief a period as possible - of indigenous leadership to handle many important teaching, counseling, and supervisory responsibilities.

Staff Development and Training must receive special emphasis, so that prompt and continuing attention is paid to the many complex human factors on which the effective functioning of the Project depends. Chief among these human factors are the quality of communication, the confrontation of widely divergent value systems and attitudes, the varied reactions to the many pressures of a difficult task with change being the one sure constant in each person's experience, the important need to feel that one is accomplishing something and to have some objective indications of this growth, and provision for professional and career growth. The purpose of the Staff Training and Development Unit is to establish and maintain at high efficiency these programs and services.

OBJECTIVES

The Staff Training and Development Unit will be responsible for establishing criteria for the recruitment and training of professional and indigenous subprofessional staff members.

The manager of Staff Training and Development will have the major responsibility for planning and implementing work in the following areas:

1. Orienting new staff members to the Project, the problems of poverty, and the overall operation of the training program.

2. Carrying on a continuing program to improve the staff's ability to communicate effectively using group dynamic techniques, and to provide feedback to staff on all aspects of the program. This program will be carried out in cooperation with the Director of Programs and the Director of Evaluation and Development.

3. Supervising all in-service staff training, and providing leadership or consultants, as appropriate.

4. Developing and operating the indigenous Youth Advisor Training Program for subprofessional assistants.

5. Serving as coordinator for fieldwork programs in cooperation with local colleges and universities.

PROCEDURES

Orientation

Because TRY Training Programs require that the staff relinquish traditional professional role identifications and assume new roles and functions, a comprehensive program of staff orientation and training must be initiated and maintained throughout the life of the program (see facing exhibit). The principal stages in the training of both professional and subprofessional staff will be as follows:

1. General orientation (1-2 weeks). This phase will include a general overview of the entire project, theoretical viewpoint, nature of the curriculum, nature of new professional and subprofessional roles, and the sociology and psychology of the trainee. Lectures and discussion groups will be held under the leadership of senior professional staff.

Group dynamics techniques and leadership workshops will supplement lectures and general discussions and will provide an opportunity for new staff members to meet one another and to establish the basis for a working relationship. In addition, some preliminary evaluation of the quality of the staff and of interstaff communication will be possible.

2. Specialty orientation (1-2 weeks). This stage will involve lectures and seminars in the following areas, as appropriate:

¶ Introduction to teaching methods and procedures, to include a detailed consideration of the curricula in Vocational Education, Life Skills Education, and Recreation and Physical Education.

¶ The psychology of the trainee, to include a consideration of the problems likely to be encountered in dealing with disadvantaged adolescents, and the role that the attitudes and personal biases of the staff are likely to play in determining the effectiveness of the program.

¶ A detailed description of program components not directly involved in the education and training of the youth, e. g., Youth Services Evaluation, Curriculum Development, Project Management, etc., in terms of procedures to be employed and goals to be achieved.

¶ For Life Skills Educators, a consideration of the special problems encountered and techniques employed in counseling deprived youth, the unique role of the Life Skills Educator as counselor and confidant, and the contribution of the teacher-counselor in evaluating the impact of programs upon the youth.

3. Community orientation (1-2 weeks). This phase will include lectures, seminars, and field trips within the Bedford-Stuyvesant community, designed to introduce the staff to the realities of the "culture of poverty." Local community agencies and services (church, school, police, welfare, mental health, etc.) will be invited to participate actively.

The initial three stages outlined above will be carried out during the tooling-up period.

In-Service Training

Maintenance of good communication, esprit de corps, and quick responsiveness to emerging opportunities or problems requires a creative on-going Staff Development and Training Program, using all the formal and informal means at its disposal. Following the orientation to the Project, a continuing program of in-service training, in concert with university consultants and senior representatives of all Project departments, will be provided for each professional and subprofessional staff member. This will include:

1. Weekly 1-hour in-service training seminars, conducted by qualified staff members representing Vocational Education, Life Skills Education, Recreation and Physical Education, Youth Services, Evaluation, and Project Management.

2. Assignment of selected staff members as Research or Program Associates, requiring 1 or 2 hours per week of their time during which they

will function as an informal research or program advisory committee. Focus will be placed upon the development of increased understanding and objectivity. This will also provide open channels of communication so that problems arising in the programs can be mutually discussed and perhaps tentatively resolved.

3. Monthly group discussions and seminars, attended by both senior and junior staff members on a rotating basis. Two kinds of groups will be established: (a) homogeneous groups (drawn from one major program area), and (b) heterogeneous groups (drawn from all program areas).

Staff members will ultimately attend one or the other of these groups. Monthly seminars will emphasize case study material and techniques, and will focus upon improving teaching and counseling techniques, handling discipline problems, improving staff-trainee relationships, and evaluating trainee progress.

4. In association with local universities, fieldwork internships for selected students in social sciences will be established on the graduate and undergraduate levels. Depending upon the discipline represented, interns will function as: (a) Youth Services Aides, (b) Teaching Assistants, (c) Junior Research Assistants, and (d) Psychometrists.

5. Staff members will be expected to supplement In-Service Training with related courses offered by local colleges and universities. Such courses might range from introductory courses in the social sciences to advanced work in audio-visual technology, financial management, data

processing, guidance and counseling, etc. One-half of the cost of such training will be offered to a maximum of 200 staff members.

6. Volunteers will be oriented and trained to assist in a variety of activities, dependent upon their previous experience and capabilities.

7. At intervals of 3 months, extended weekend retreats (2 to 3 days) at local YMCA camps* will be arranged for interdisciplinary staff and selected youth for intensive training conferences, discussions, and group work. The retreats can, in addition, be utilized as a prime source of data concerning the quality and facility of communication between staff, the nature of problems, concerns, satisfactions, etc., of the staff and of the youth, and will afford an opportunity for in-depth observation and evaluation of selected staff members. Modifications of staff selection criteria and training practices will flow from the observations and analyses accomplished during each retreat.

8. Continuing day-to-day supervision will be provided for each staff member, as required. Supervisory personnel will be required to submit periodic evaluations to unit managers, and to discuss these evaluations with the appropriate individual.

YOUTH ADVISOR TRAINING

One of the major objectives of the Project is to thoroughly test the possibility of developing new subprofessional occupations for persons who have real potential for working with youth but who have little or no academic training.

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* - And at "Holiday Hills," the YMCA conference center at Pawling, New York.

This objective is based upon the following facts:

1. There is a serious shortage of trained professionally qualified youth workers.

2. The most rapid expansion in the labor market is in the area of people-to-people services.

3. There are many adults who are now losing their jobs to automation, or who are underemployed in their current jobs and who have a background in or potential for work with youth. Examples of such people are foremen who have lost their jobs due to plant relocation or automation; ex-servicemen with leadership experience and an interest in the problems of youth; women with some training, but who were not able to finish college, etc.

Individuals with backgrounds similar to these exist in the local community and will be actively recruited and trained as Youth Advisors. Detailed descriptions of a number of possible roles for indigenous subprofessionals appear in the section of this proposal titled "Special Projects."

Training for Youth Advisors will be modeled closely on the professional staff orientation and In-Service Training programs. Because of the lack of appropriate academic preparation, closer supervision on a daily basis will be required for Youth Advisors. Professional staff members will have as their special responsibility the establishment of close working relationships with indigenous personnel based upon mutual respect and understanding.

As Youth Advisors gain experience and complete training programs it will be possible to promote them to positions of considerable autonomy and responsibility. Outstanding Youth Advisors can themselves undertake the training of novice indigenous subprofessionals during the second year of operations.

CHAPTER 7

TRY PROJECT MANAGEMENT

7 - TRY PROJECT MANAGEMENT

INTRODUCTION

The management of a human-behavior-change program such as TRY is a complicated, demanding process. On the one hand, there are goals for achievement which public education, and industrial and governmental systems have been unable to attain. On the other hand, there are expectations that the program should be carried out with the efficiency of industry, the frugality of voluntary social agencies, the scientific innovativeness of the man-in-space program, and the detailed attention to statistics characteristic of some governmental agencies.

The goals for achievement, although unprecedented on this scale, are attainable - provided there are adequate resources. The expectations are difficult to meet, but are balanced by the interest and assistance of many persons in industry, education, the professions, government, and in the community.

THE TRY MANAGEMENT DESIGN

The management organization of the TRY Project is designed to meet and deal with many new situations. It is an integral part of the total TRY plan and is consistent with the overall objectives of the program. At the same time, it adds to the total program thoroughly tested modern management concepts and practices which enable the entire organization and all of its units to achieve their goals.

Because an explicit statement of concepts, systems, and procedures is essential in the evaluation of each portion of the total project, the major concepts underlying the management design are outlined here. The systems and procedures are presented in the next major section of this chapter: Plan of Operation.

Involve the Disadvantaged in the Planning, Operation, and Management of the TRY Project

The TRY Project has from the beginning been planned and developed by persons who know from intimate personal experience the problems of poverty and the life situations of the disadvantaged. This is consistent with one of the major objectives of the Economic Opportunity Act. The planning staff, the community advisory committee, and the youth advisory committee (made up entirely of school drop-outs) contributed to the development of the proposal, as much from their personal experience as from the research and pilot operations which were conducted.

The operational plan of the program calls for the employment of persons living in Bedford-Stuyvesant in a wide range of positions within the Project. As indicated in Chapter 6, a new type of position for relatively untrained local people - the Youth Advisor position - has already been tested out in the Youth and Work Project with positive results.

Undoubtedly, the most potent issue concerning the involvement of the disadvantaged is the degree of authority and responsibility which is vested in representatives of deprived communities. The TRY Board of Directors will be composed as follows: two-thirds of representatives of Bedford-Stuyvesant and one-third of leaders from the city as a whole. Approximately one-fourth of the

Bedford-Stuyvesant representatives will be nominated expressly to speak for those who live in poverty. Reflecting the racial composition of the area, approximately two-thirds of the Board will be Negro.

Link to the Community and to the Resources of the Metropolitan Area

Five advisory committees will be established as one means of linking the TRY Project to the community and to the resources of the city. The Community Advisory Committee has been in existence for nearly a year. Its purpose is to communicate the concerns and ideas of the community to the Project, and to help maintain sound relationships between the Project and the community.

The Youth Advisory Committee, also already in existence, is made up of graduates from the Youth and Work Project. Later, it will also include representatives of the trainees in the Project. Its function is to serve as a sounding board for program ideas and policies, and to maintain continuing contact with the youth of the community.

The Educational Advisory Committee will be composed of leading educators. Its function will be to keep the TRY program fully informed of educational developments, to review the educational program of the Project, and to help in the comm nication of significant TRY Project results to the field.

The Industrial Advisory Committee will provide links to the economic community. Its functions will be to advise on the vocational training programs, to assist in opening employment opportunities, and to review the job structure and career lines in a variety of fields.

The Professional Advisory Committee will serve as a link to the major professions in the social science and human relations fields. Its functions will be to advise on professional issues, to react to new concepts and strategies developed in the Project, and to aid in the communication of relevant results to the various professional fields.

A second link to the resources of the city is provided through the various organizations with which the TRY Project sub-contracts. The sub-contracts will be with industries, universities, and individual consultants. These links will offer a wide variety of opportunities through which the Project can move toward the achievement of its goal of relating the community to the resources of the city.

Establish Sound Management Procedures

In planning the management procedures for the TRY Project, reports on similar programs were carefully considered. These included the Leidersdorf report on Mobilization For Youth management, the personnel evaluation procedures of the Peace Corps and several manpower projects. Also reviewed were the accounting methods and procedures for several large-scale projects, and the available regulations on the legislation from which the TRY Project is seeking funds.

As a result of these reviews, a number of thoroughly tested procedures are built into the TRY management design. These include: responsibility accounting for each program and management unit, the establishment of a methods improvement unit, a management control procedure, a staff training and development unit for program and management staff, clear-cut procedures for purchasing and for the dispersement of funds, the development of a sound personnel policy and personnel records systems, and provision for the continuing feedback of program evaluation data to Project management.

In addition to these fairly standard modern management concepts and procedures, TRY management has built in two relatively new, if not original, ideas.

The first idea is a means of improving the overall accountability for the Project. Most organizations present separate and relatively unrelated reports on their financial position and their program results. The experience of Mobilization For Youth and other large multi-faceted programs suggests that the data on program and financial accountability need to be related on a regular basis to aid the Board of Directors and the TRY Project management in the processes of evaluation and planning. The idea is to establish a Board of Directors committee on program and financial accountability, and to provide this committee with a full-time paid secretary who has the clear-cut responsibility to help provide full information to the committee regarding program results and costs, on a continuing basis. The function of this Board committee and its secretary is, therefore, to provide an independent source of information to the Board of Directors. It is not the function of this group to recommend program or policy changes. That is the responsibility of the Board, the Executive Committee, and the Project management.

The second new management idea for social welfare and educational projects is the establishment of formalized procedures for Planning, Evaluation and

Re-planning to be called "PER". Experience to date in juvenile delinquency, NIMH and manpower projects suggests that a number of significant changes in the program may be desirable within any given year. The PER procedure enables program and project management to look at alternative program possibilities in the light of available resources, other demands on available resources, the relative utility of alternative courses of action, and the limitations that the various choices put on future flexibility. PER will combine data from accounting and program evaluation records with projected cost and manpower allocations for each alternative. This approach should help ensure objective planning and, equally as important, provide researchers with an accurate history of program changes in the project. It would also provide significant data for program and financial accountability.

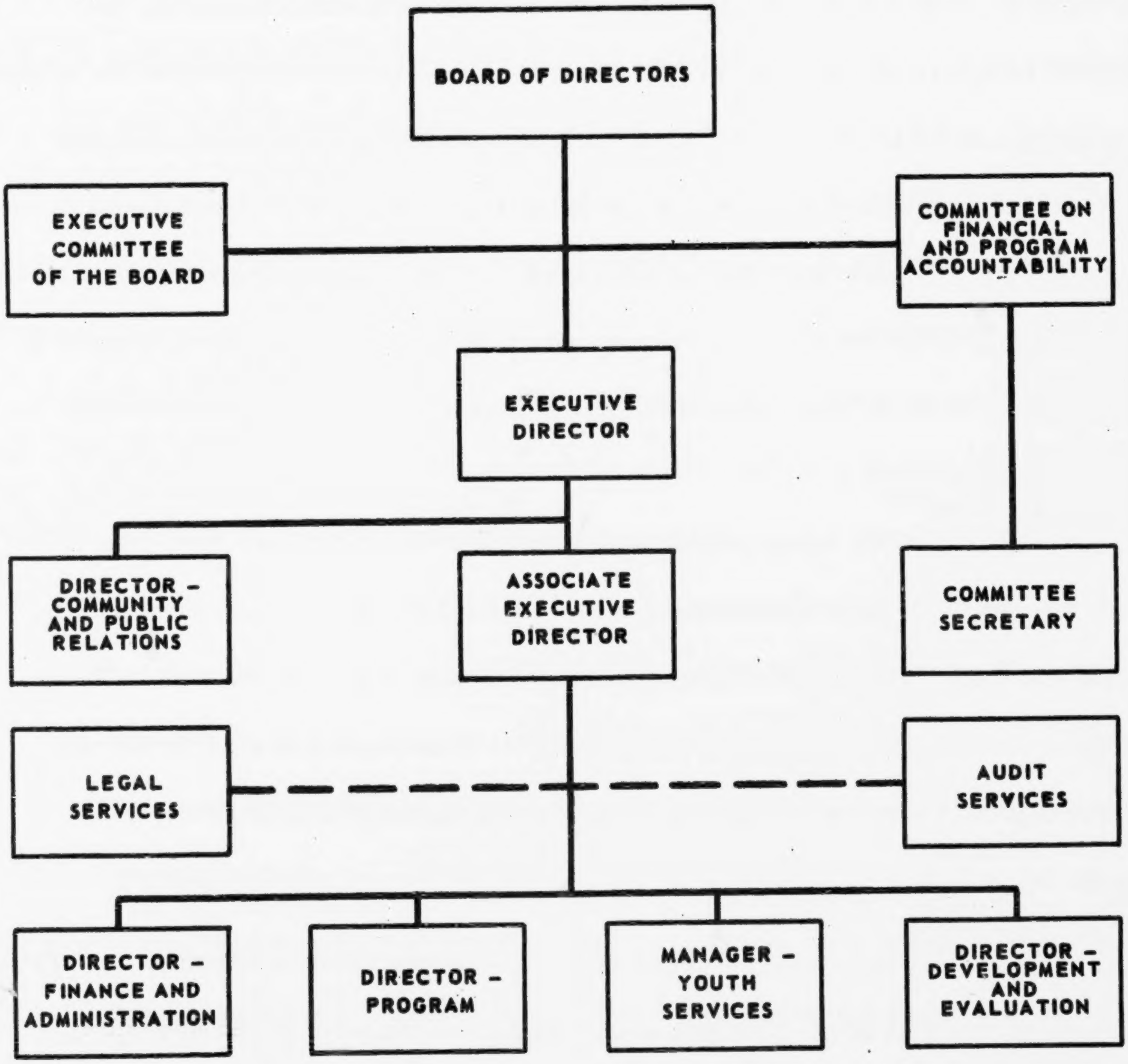
To maintain the spirit and drive for innovation, and at the same time to manage effectively with clear means of program and financial accountability is a difficult task. The feedback system, the PER planning system, and the Staff Training and Upgrading system are all parts of a management plan which will ensure flexibility, renewal, and the highest standards of accountability.

PLAN OF ORGANIZATION

The TRY Project will be organized as a non-profit, membership corporation in the State of New York. (charter and by-laws are included in the appendix). TRY's Board of Directors, composed partly of indigenous poor and partly of local and city-wide leadership, will hold the TRY officers accountable for the

THE BOARD AND EXECUTIVE MANAGEMENT ORGANIZATIONS

TRAINING RESOURCES FOR YOUTH, INC.


BOARD OF DIRECTORS
EXECUTIVE COMMITTEE OF THE BOARD
COMMITTEE ON FINANCIAL AND PROGRAM ACCOUNTABILITY
EXECUTIVE DIRECTOR
DIRECTOR – COMMUNITY AND PUBLIC RELATIONS
ASSOCIATE EXECUTIVE DIRECTOR
COMMITTEE SECRETARY
LEGAL SERVICES
AUDIT SERVICES
DIRECTOR – FINANCE AND ADMINISTRATION
DIRECTOR – PROGRAM
MANAGER – YOUTH SERVICES
DIRECTOR – DEVELOPMENT AND EVALUATION

program's effectiveness and relevance to the total needs of each youth, as well as for its fiscal integrity. The board will rely on its Committee on Program and Financial Accountability, with a full-time committee secretary to provide independent information.

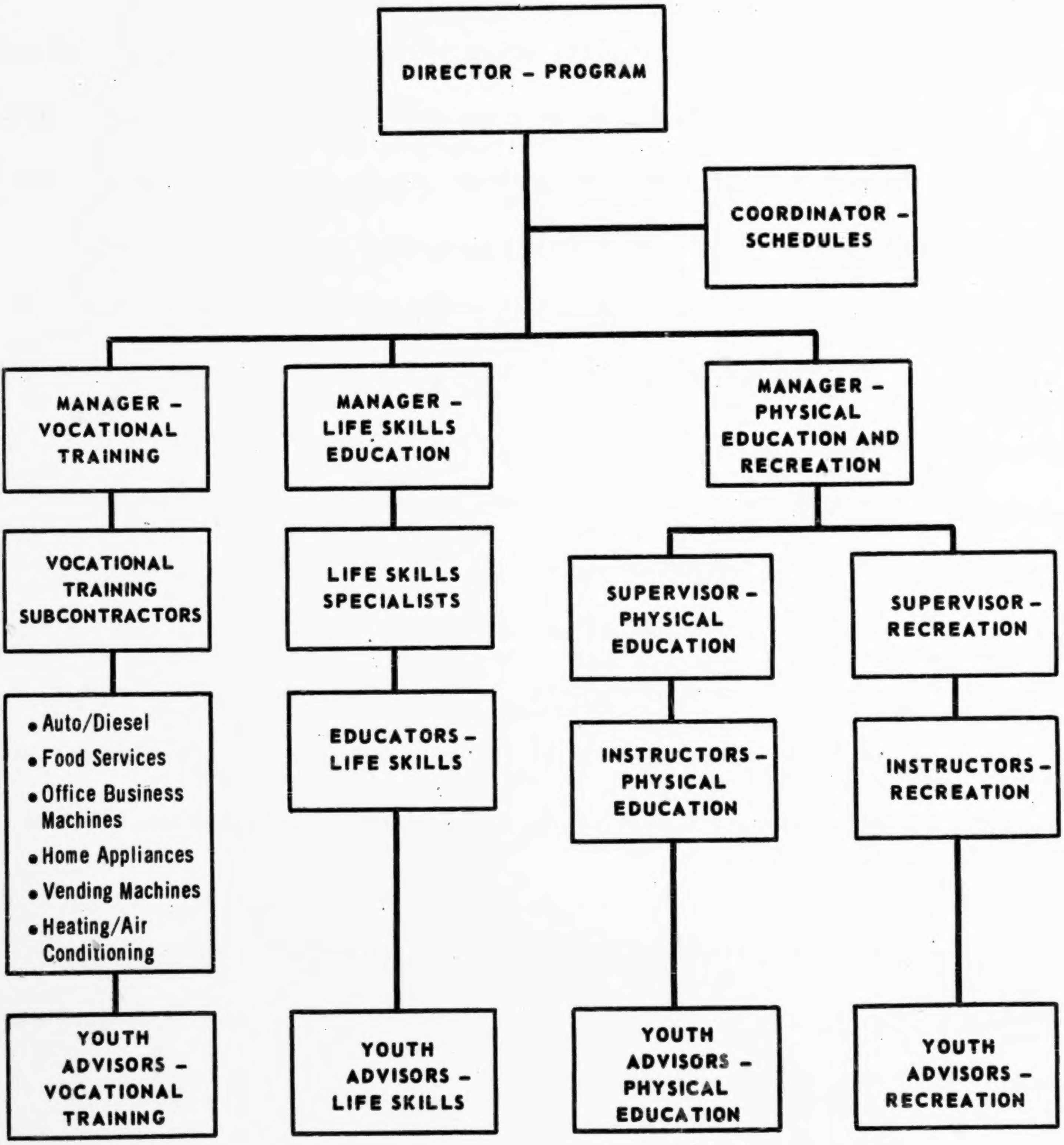
In addition, the directors on the board will have a wide variety of contacts with the community and with the city at large through several advisory committees, and through relationships with pertinent groups and institutions. These relationships allow a variety of formal and informal exchanges of views and information that will contribute importantly toward assuring appropriate responsiveness on TRY management's part. The Advisory Committees will represent the community, youth, universities, labor, industries, and professions.

The most important link in the direct line of authority and responsibility between the board and the operating management is provided by the Executive Director. He assists the Board in its planning function by maintaining liaison between the community and the Project. In this role he serves as the chief spokesman for the Project. He has the full-time assistance of the Director of Community and Public Relations for the detailed and technical aspects of this responsibility.

The Executive Director's major functions, in addition to final decision-making authority, include overall coordination for the Project in establishing its basic objectives, policies, and plans.

EDUCATIONAL AND TRAINING PROGRAM ORGANIZATION

TRAINING RESOURCES FOR YOUTH, INC.


DIRECTOR – PROGRAM
COORDINATOR – SCHEDULES
MANAGER – VOCATIONAL TRAINING
MANAGER – LIFE SKILLS EDUCATION
MANAGER – PHYSICAL EDUCATION AND RECREATION
VOCATIONAL TRAINING SUBCONTRACTORS
LIFE SKILLS SPECIALISTS
SUPERVISOR – PHYSICAL EDUCATION
SUPERVISOR – RECREATION
• Auto/Diesel
• Food Services
• Office Business Machines
• Home Appliances
• Vending Machines
• Heating/Air Conditioning
EDUCATORS – LIFE SKILLS
INSTRUCTORS – PHYSICAL EDUCATION
INSTRUCTORS – RECREATION
YOUTH ADVISORS – VOCATIONAL TRAINING
YOUTH ADVISORS – LIFE SKILLS
YOUTH ADVISORS – PHYSICAL EDUCATION
YOUTH ADVISORS – RECREATION

The Associate Executive Director shares many of the Executive Director's activities, often acting in his place. His activities complement those of the Executive Director in community and governmental relations. He carries the major full-time responsibility for seeing that the program and the organization remain viable and relevant to the youth's needs and that all appropriate program and financial reports are prepared and made available to all interested parties. The Directors of Program, Finance and Administration, Evaluation and Development, and the Manager of Youth Services report to the Associate Director.

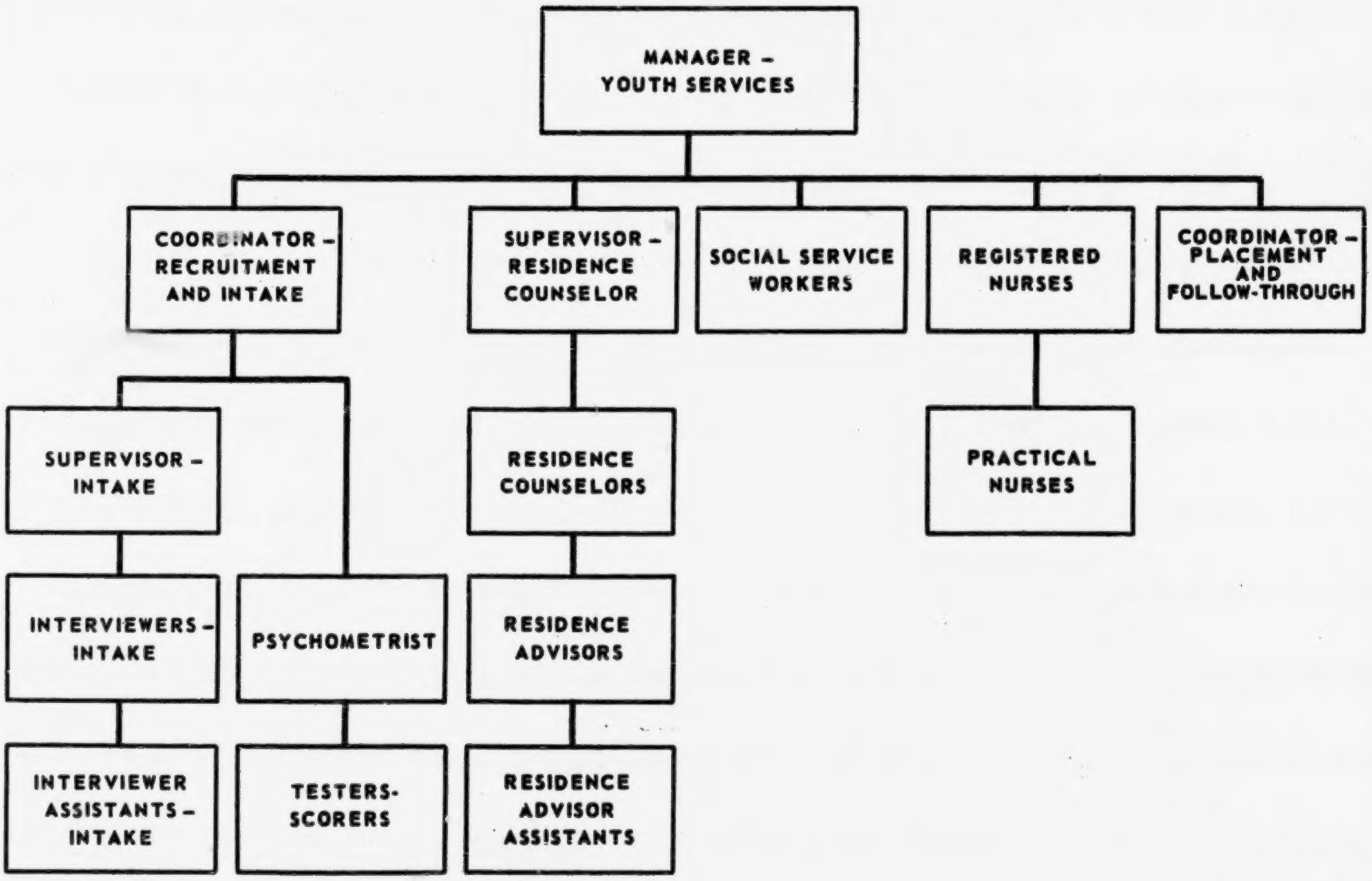
In sum, the executive management of TRY, composed of the seven persons listed above, is responsible for the operation of the Project.

The Director of Program has the direct responsibility for the operation of the training program. Reporting directly to him are the Managers of Vocational Training, Life Skills, Physical Education and Recreation. Assisted by the Manager for Vocational Training, he sees that the vocational training subcontractors meet all the criteria set for them. He integrates the operations of the vocational training, Life Skills Education, physical education, and recreational programs, and maintains liaison with supporting units such as evaluation and development, youth services, and finance and administration. Within the Program Unit he maintains a continuous exchange of information. He sees that innovative techniques are developed and put into operation wherever necessary to assure desired behavioral and attitudinal changes in the youth.

TRY

YOUTH SERVICES ORGANIZATION

TRAINING RESOURCES FOR YOUTH, INC.


MANAGER – YOUTH SERVICES
COORDINATOR – RECRUITMENT AND INTAKE
SUPERVISOR – RESIDENCE COUNSELOR
SOCIAL SERVICE WORKERS
REGISTERED NURSES
COORDINATOR – PLACEMENT AND FOLLOW-THROUGH
SUPERVISOR – INTAKE
RESIDENCE COUNSELORS
PRACTICAL NURSES
INTERVIEWERS – INTAKE
PSYCHOMETRIST
RESIDENCE ADVISORS
INTERVIEWER ASSISTANTS – INTAKE
TESTERS-SCORERS
RESIDENCE ADVISOR ASSISTANTS

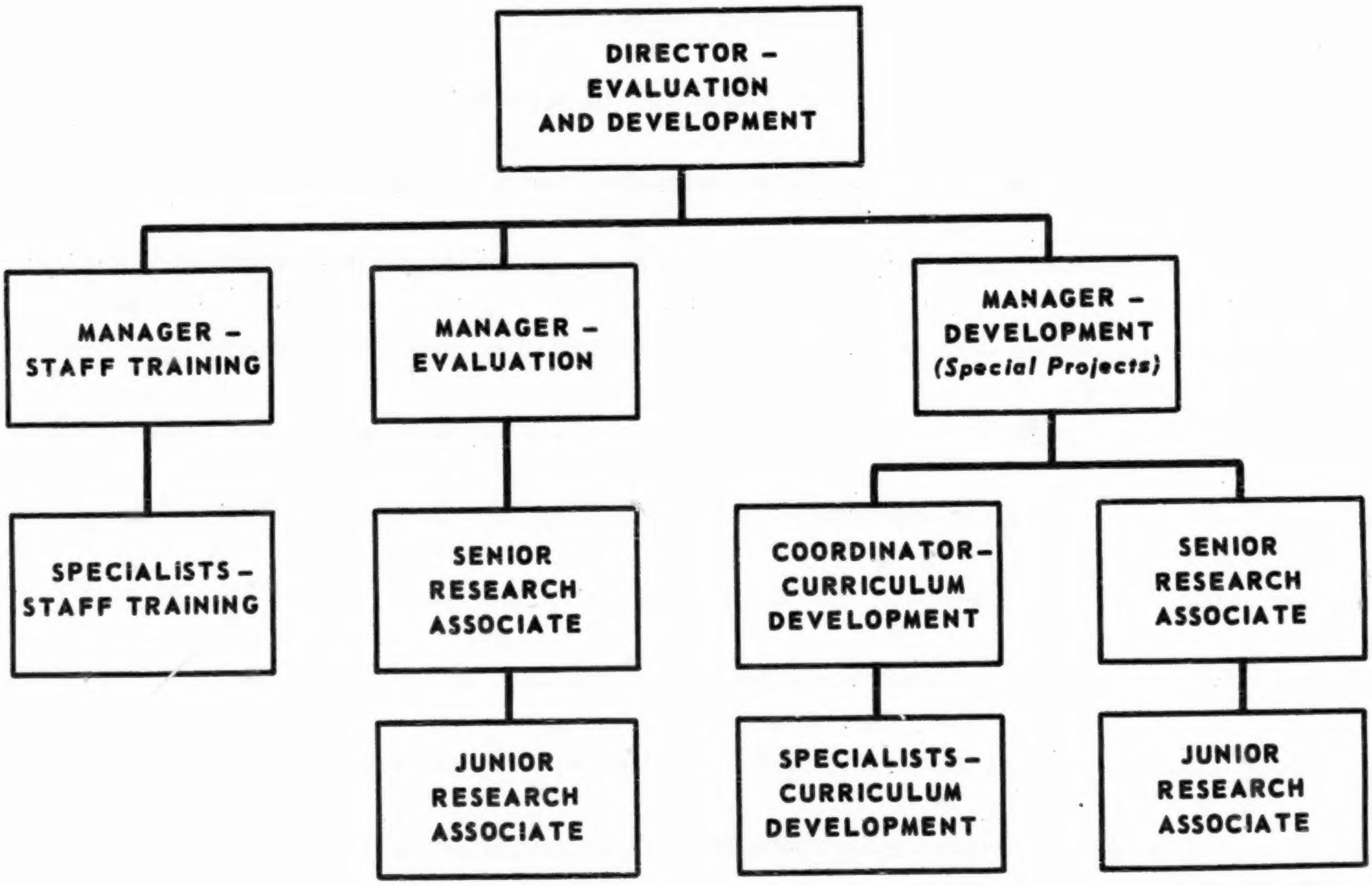
The supportive role played by the Manager of Youth Services and his staff is intimately connected with program objectives. This unit is responsible for the physical and mental well-being of the youth, helping youth to make appropriate training choices, assisting youth with family and other social adjustment problems, placing each youth in a job that makes maximum use of his innate capabilities and the vocational training he has received, and helping him become an effective citizen in the community in which he lives.

It is the responsibility of the Director of Evaluation and Development and his staff to work very closely with the educational program and project management staff to: a) provide continued feedback of information relevant to the effectiveness of techniques and procedures, b) to initiate and develop special projects in selected problem areas, and c) to organize and supervise professional and sub-professional staff training programs. Under the general supervision of the Director of Evaluation and Development, the Manager of Evaluation collects and analyzes data from all aspects of the program, and the Manager of Development (special projects) develops new materials and techniques that help bring about necessary reorientation within the educational program. Additionally, the Manager of Staff Training will be responsible for orienting, training, and upgrading professional, sub-professional and indigenous project staff.

The Director of Finance and Administration is responsible for all program support services and financial matters. He sees that the Project has the necessary planning, accounting, and backup systems to progress smoothly and

EVALUATION AND DEVELOPMENT ORGANIZATION

TRAINING RESOURCES FOR YOUTH, INC.


DIRECTOR – EVALUATION AND DEVELOPMENT
MANAGER – STAFF TRAINING
MANAGER – EVALUATION
MANAGER – DEVELOPMENT (*Special Projects*)
SPECIALISTS – STAFF TRAINING
SENIOR RESEARCH ASSOCIATE
COORDINATOR – CURRICULUM DEVELOPMENT
SENIOR RESEARCH ASSOCIATE
JUNIOR RESEARCH ASSOCIATE
SPECIALISTS – CURRICULUM DEVELOPMENT
JUNIOR RESEARCH ASSOCIATE

efficiently. He is the Treasurer of the corporation.

The Manager of Administrative Services is a senior specialist in planning methods and procedures. He coordinates and consults on the major planning processes within the Project. Reporting to the Manager of Administrative Services are the Coordinator of Budget Planning, the Coordinator of Personnel, and the Coordinator of Methods Improvement.

The Coordinator of Personnel is responsible for development and administration of the personnel policy, the staff recruitment process, employee benefits systems, and employment records systems. Reporting to the Coordinator of Personnel are the Office Manager, who supervises secretarial, clerical, and other office services, and the supervisor of the fire, safety, and security group.

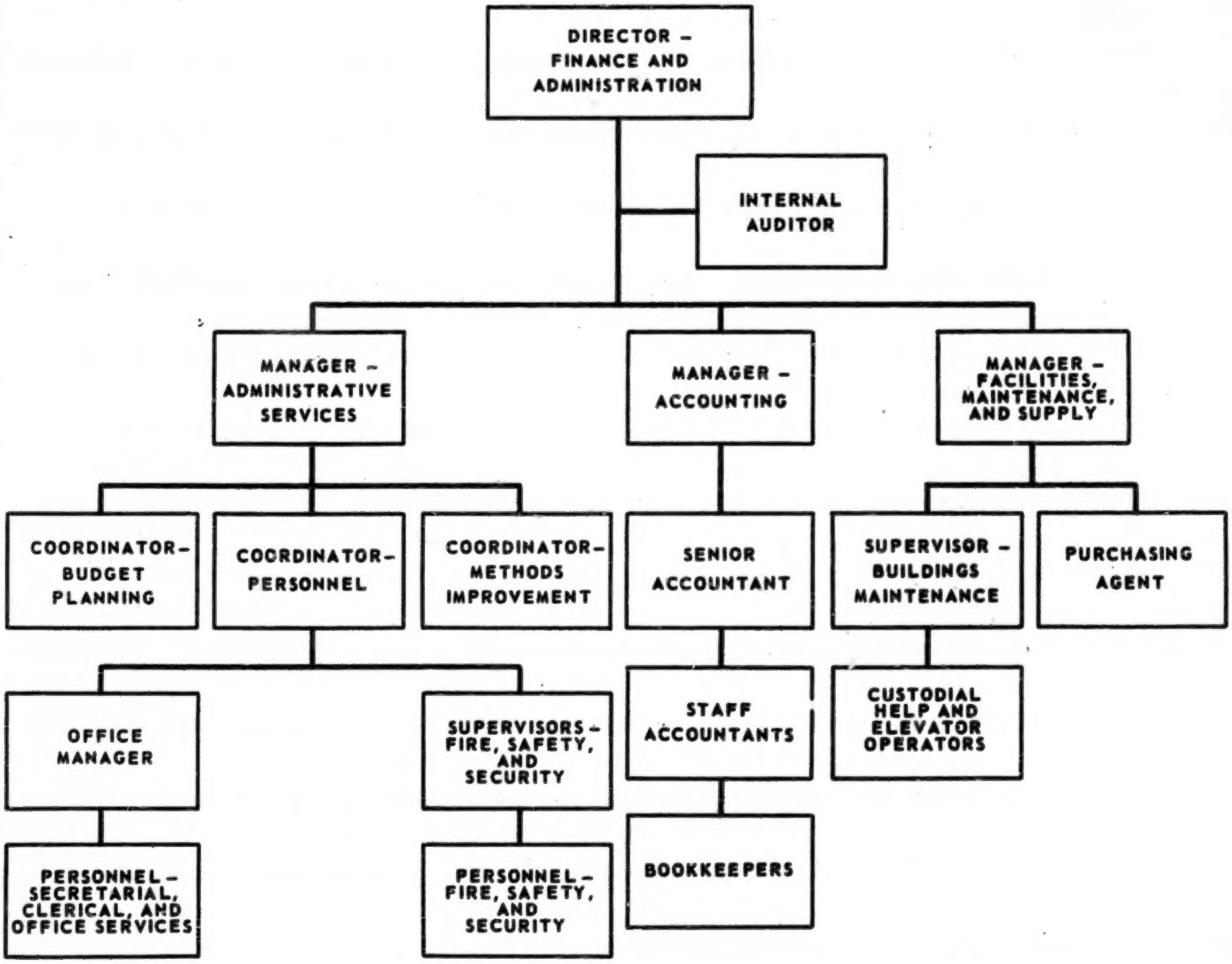
The Coordinator of Budget Planning works closely with many levels of Project staff in the development and evaluation of budgets. He is particularly involved in the process of revising program budgets in light of their objectives through a system of budget planning and performance analysis (PER). Because he works closely with program staff in this process, he will design the internal budget system on a simple basis related to the particular program cost accountability centers. For Project management purposes, he will develop budgets which relate program budgets to funding services.

The Coordinator of Methods Improvement has the chief responsibility for maintaining technical compatibility of the systems and procedures required by the Project. He seeks to establish the most effective and efficient methods of

TRY

ADMINISTRATION, FISCAL, MAINTENANCE, AND SERVICES ORGANIZATION

TRAINING RESOURCES FOR YOUTH, INC.


DIRECTOR – FINANCE AND ADMINISTRATION
INTERNAL AUDITOR
MANAGER – ADMINISTRATIVE SERVICES
MANAGER – ACCOUNTING
MANAGER – FACILITIES, MAINTENANCE, AND SUPPLY
COORDINATOR – BUDGET PLANNING
COORDINATOR – PERSONNEL
COORDINATOR – METHODS IMPROVEMENT
SENIOR ACCOUNTANT
SUPERVISOR – BUILDINGS MAINTENANCE
PURCHASING AGENT
OFFICE MANAGER
SUPERVISORS – FIRE, SAFETY, AND SECURITY
STAFF ACCOUNTANTS
CUSTODIAL HELP AND ELEVATOR OPERATORS
PERSONNEL – SECRETARIAL, CLERICAL, AND OFFICE SERVICES
PERSONNEL – FIRE, SAFETY, AND SECURITY
BOOKKEEPERS

recording, storing, and retrieving data; he assists the Manager of Administrative Services in establishing comprehensive work flow procedures and feasibility studies.

The Manager of Facilities, Maintenance, and Supply assists the Director of Finance and Administration in developing local sources of supply of goods and services required by the Project. With the assistance of local banks and under the supervision of the Director of Finance and Administration, he aids local vendors in obtaining credit facilities so as to stimulate the local economy.

STAGING AND SEQUENCING THE TRY PROJECT

To have the facilities and staff ready for the first group of trainees and to increase smoothly the size of staff and trainees to the full complement will require careful scheduling. The table beginning on page 7 - 15 illustrates the proposed schedule for staffing the organization after funding takes place.

In addition to staffing, some of the other preparations that will have to be accomplished are:

1. Law and public accounting firms chosen
2. Initial members of the Board of Directors elected
3. Officers nominated and elected
4. Bank accounts opened
5. By-laws of the corporation voted by the board
6. Sub-contracts drafted, negotiated, and signed
7. Curricula and lesson plans completed

8. Areas of executives' authorities and responsibilities charted
9. Job descriptions further detailed
10. Salary administration and benefit policies formulated
11. Insurance policies written and signed
12. Leases signed
13. Chart of accounts completed and books of accounts opened
14. Internal management budgets completed by cost centers, departments, and divisions
15. Trainee recruitment and intake procedures installed
16. Personnel policies drafted and adopted
17. Personnel record forms designed
18. Purchase and disbursement procedures written
19. Facilities specifications for architectural and engineering firm written
20. Attendance and payroll records and procedures for trainees completed
21. Trainee schedules set
22. Staff schedules set
23. Internal record and reporting forms designed
24. Corporate records opened

25. Maintenance, telephone, and utility services ordered
26. Correspondence and other secretarial procedures written
27. Preliminary rules and regulations for staff and trainees written

STAFF BUILDUP

The staff requirements for each stage of the project buildup are found at the conclusion of this section. A project with the number of staff that TRY will have requires comprehensive personnel planning and extensive recruitment efforts. The Coordinator of Personnel will have the primary responsibility for organizing and monitoring the staff buildup process.

Anticipated sources for staff recruitment include current YMCA Project staff, professional associations, and organizations promoting equal employment opportunity. Special efforts will be made to find fully qualified people who, for various reasons, have had difficulty finding employment. These include retired military personnel, persons put out of work by automation, and persons interested in changing their careers but unable to do so with their present level of education or work experience.

Special recruitment efforts by the directors and managers of the various units in the TRY Project are planned. These include visits to conventions and the headquarters of various organizations.

During the buildup stage, when many staff candidates must be screened, a special evaluation program will be carried out on a sub-contract basis by the YMCA Vocational Service Center. This agency has had extensive experience in this field and is certified by the American Board of Counseling Services.

TRAINING RESOURCES FOR YOUTH - PERSONNEL SEQUENCING SCHEDULE

MONTH	1	2	3	4	5	6	12 End of First Year
NUMBER OF TRAINEES	0	0	0	100	200	300	500
POSITION OR TITLE							
Executive Director	1						1
Associate Executive Director	1						1
Director of Community and Public Relations	1						1
Secretary-Board Accountability Committee	1						1
Director of Finance and Administration	1						1
Manager of Administrative Services	1						1
Coordinator of Budget Planning	1						1
Coordinator of Methods Improvement	1						1
Coordinator of Personnel	1						1
Office Manager	1						1
Executive Secretary	3						3
Secretary - 1st Grade	4						4
Secretary - 2nd Grade		4					4
Stenographer - Typist	2		2				4
Typist		2		3			5
Senior Clerk	1		2				3
Junior Clerk/Office Boy	3			3			6
Receptionist/Typist	1						1
Head File Clerk	1						1
File Clerk				1			1
Reproduction Machine Operator	1						1
Telephone Operator	2			3			5
Supervisor of Fire, Safety, and Security	1			1			2
Personnel - Fire, Safety, and Security	3			3			6
Administrative Assistants	4						4
Manager - Accounting	1						1
Internal Auditor	1						1
Senior Accountant	1						1
Staff Accountant		1		1			2
Bookkeeper		1		2			3

MONTH	1	2	3	4	5	6	12 End of First Year
NUMBER OF TRAINEES							
POSITION OR TITLE							
Manager of Facilities, Maintenance and Supply	1						1
Purchasing Agent	1						1
Supervisor of Buildings Maintenance	1						1
Custodial Help	2		4	2	2		10
Elevator Operator	1				1		2
Director of Program	1						1
Coordinator of Schedules	1						1
Manager of Vocational Training	1						1
Sub-Contractor 1:							
Manager of Program	1						1
Business Manager	1						1
Administrative Assistant	1						1
Secretary	2						2
Curriculum Specialists	4						4
Chief Instructor		2		2			4
Vocational Instructor		4		4		10	18
Facilities Chief		1					1
Technicians		6					6
Sub-Contractor 2:							
Resident Director	1						1
Senior Food Instructor			1				1
Food Instructor			1				1
Chief Instructor			1				1
Cooks				3			3
Kitchen Worker				4			4
Relief Worker				2			2
Senior Vending Instructor		1					1
Vending Instructor - Service			1				1
Vending Instructor - Mechanics			1				1
Field Supervisor - Service			1				1
Field Supervisor - Mechanics			1				1
Manager-Steward			2				2

MONTH	1	2	3	4	5	6	12 End of First Year
NUMBER OF TRAINEES							
POSITION OR TITLE							
Manager of Life Skills Education	1						1
Life Skills Specialist		6					6
Educator - Life Skills		10	10	10	10	7	47
Manager of Physical Education and Recreation	1						1
Supervisor of Physical Education		1					1
Instructor of Physical Education		3		3			6
Supervisor of Recreation		1					1
Instructor of Recreation			6			6	12
Youth Advisor		10		10		10	30
Manager of Youth Services	1						1
Coordinator of Recruitment and Intake	1						1
Supervisor - Intake	1						1
Interviewer - Intake	2						2
Interviewer's Assistant - Intake	3						3
Psychometrist	1						1
Tester/Scorer	2						2
Supervisor/Residence Counselor	1						1
Residence Counselor		1		1			2
Residence Advisor		6		8			14
Residence Advisor Assistant		12		16			28
Social Service Worker	3						3
Registered Nurse		1		1			2
Practical Nurse		1		3			4
Coordinator of Placement and Follow-through	1						1
Director of Evaluation and Development	1						1
Manager of Staff Training	1						1
Specialist in Staff Training		2					2
Manager of Evaluation	1						1
Manager of Development (Special Projects)	1						1

MONTH	1	2	3	4	5	6	12 End of First Year
NUMBER OF TRAINEES							
POSITION OR TITLE							
Senior Research Associate	2						2
Junior Research Associate	2						2
Coordinator of Curriculum Development		1					1
Specialist of Curriculum Development		3					3
Total Personnel	84	80	33	87	12	33	329

ALTERATION OF FACILITIES

To train 500 and house at least 200 of those youth during the first year, the Brooklyn Central YMCA Building, the Bedford YMCA Building, Trade School and Annex, and eight brownstone-type, Class B dwellings - all within a 1-mile radius of the Bedford YMCA Building - will be prepared for training purposes, housing of trainees, and offices.

Brooklyn Central YMCA Building

With an area of over 250,000 square feet, the building is the largest YMCA structure in the world. Here will be provided, in approximately 80,000 square feet, facilities to include residence areas, training areas, classrooms, counseling areas, gymnasiums, swimming pools, and some staff and administrative offices.

These areas will have to be altered to suit the training and other requirements of the TRY Project. In the basement, complete facilities for the food service training courses will be installed. One entire floor will be altered to accommodate the vending machine repair and service, home appliance and TV/radio repair, and office machine repair courses, as well as for Life Skills classrooms and counseling offices. Several other floors will also be altered for additional classroom and counseling areas, as well as living quarters for up to 100 trainees and their residence advisors.

Bedford YMCA Buildings

The Bedford YMCA buildings which will be available in the TRY Project consist of the principal building, with an area of about 87,500 square feet; the Trade School, with an area of 28,000 square feet; and the Annex (Gates Ave. Building), with an area of 3,500 square feet - a total of 119,000 square feet. The lower floors of the main building will be altered for use as classrooms and counseling areas. The upper floors will provide the necessary space, after alteration, for administration offices and for evaluation and development offices. In the main building are also the gymnasium, a swimming pool, and an auditorium. Part of the basement will be converted into a training area for food service training and for eating facilities.

The Trade School and the Annex will provide the necessary training areas for automotive and diesel repair and service, heating and air conditioning maintenance and some classrooms.

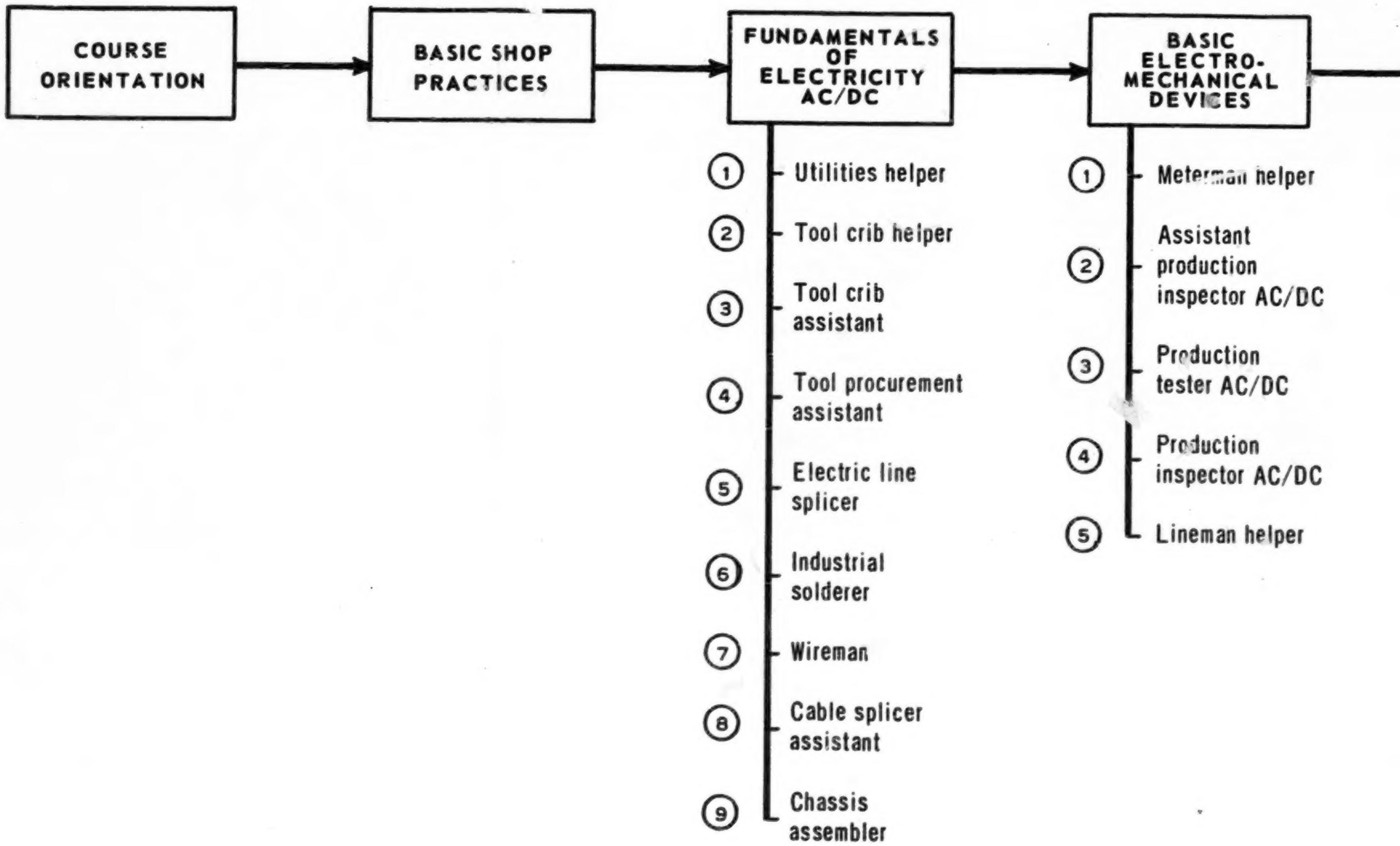
Brownstone-Type, Class B Dwellings

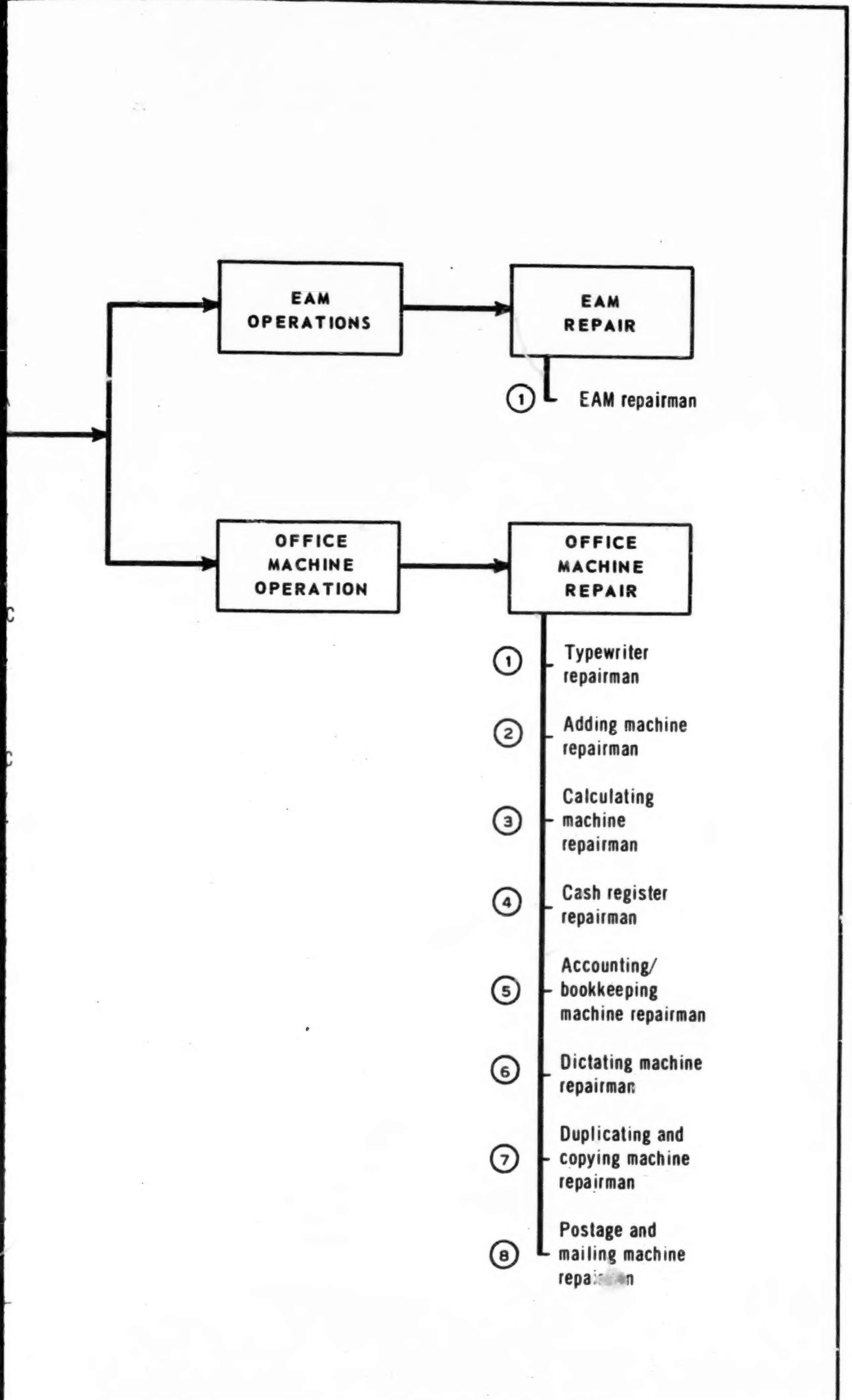
Brownstones are the predominant type of dwelling in the area. In general, they meet the requirements of local ordinances and building codes. Eight such units will be altered and refurbished to comply with the TRY Project requirements, to accommodate up to 100 youth and residence advisors. Dwellings chosen will be within walking distance of the training centers, and leased on short-term basis with renewal options.

Organization For Alternation of Facilities

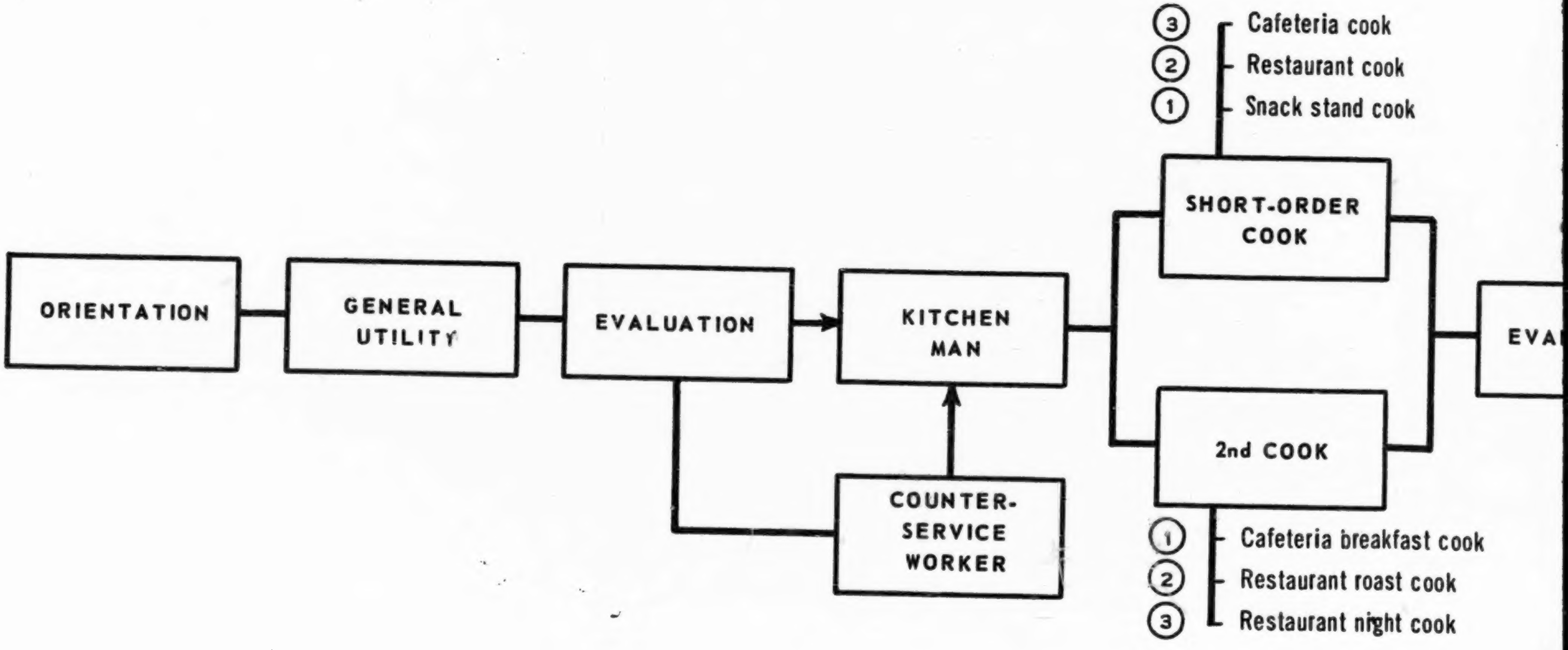
The facing exhibit shows one example of a temporary organization to accomplish the alteration and rehabilitation necessary to bring these facilities up to required standards for the TRY program. The architectural and engineering firm will be chosen on the basis of considerable experience and reputation for such work in the New York City area. The firm will report directly to the TRY management and be responsible for coordinating the Project requirements within limitations as imposed by the financial resources, the YMCA of Greater New York, and the vocational education sub-contractors.

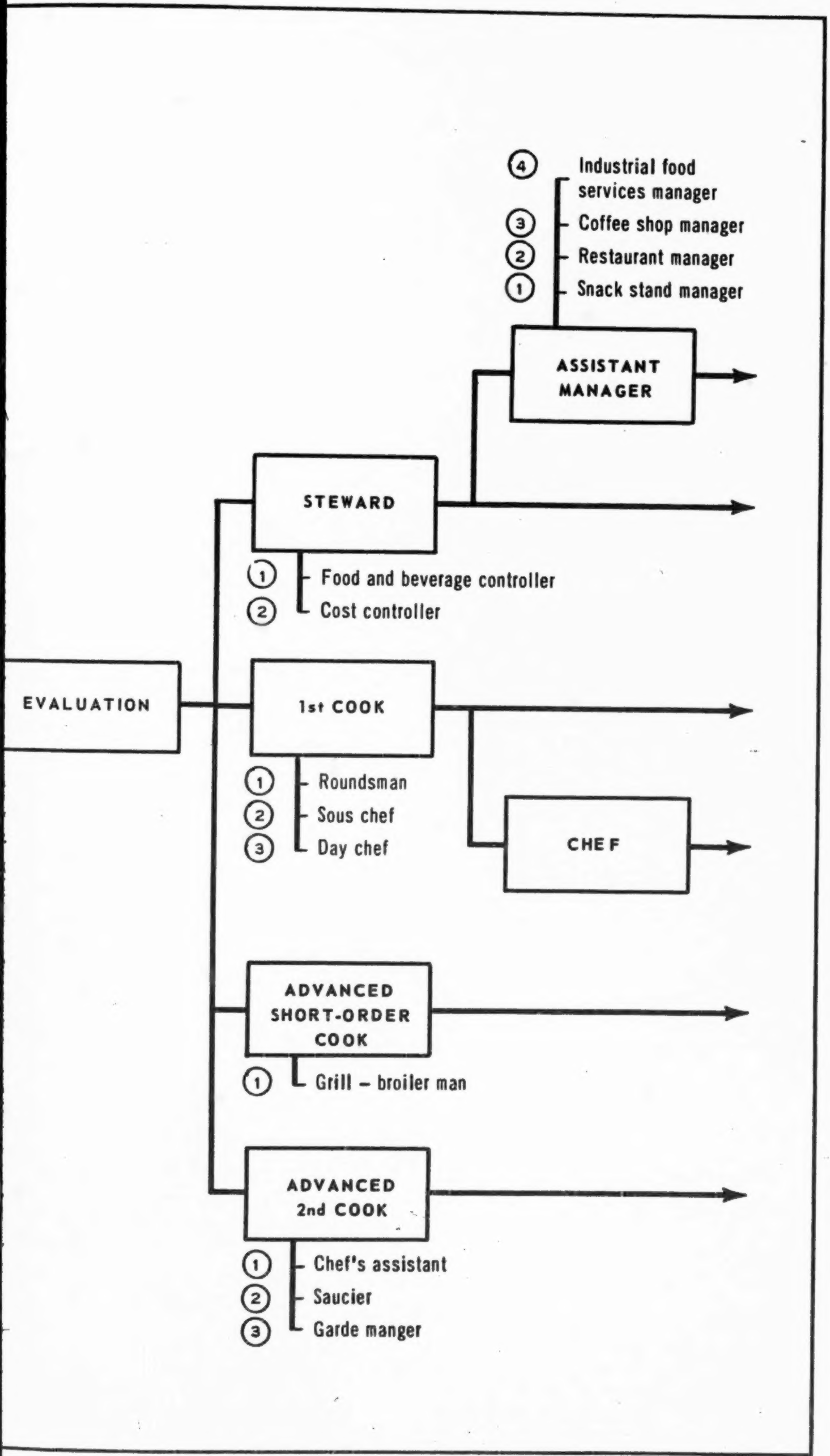
OFFICE MACHINE MAINTENANCE
COURSES AND OCCUPATIONS


COURSE ORIENTATION
BASIC SHOP PRACTICES
FUNDAMENTALS OF ELECTRICITY AC/DC
① Utilities helper
② Tool crib helper
③ Tool crib assistant
④ Tool procurement assistant
⑤ Electric line splicer
⑥ Industrial solderer
⑦ Wireman
⑧ Cable splicer assistant
⑨ Chassis assembler
BASIC ELECTRO-MECHANICAL DEVICES
① Meterman helper
② Assistant production inspector AC/DC
③ Production tester AC/DC
④ Production inspector AC/DC
⑤ Lineman helper


EAM OPERATIONS
EAM REPAIR
① EAM repairman
OFFICE MACHINE OPERATION
OFFICE MACHINE REPAIR
① Typewriter repairman
② Adding machine repairman
③ Calculating machine repairman
④ Cash register repairman
⑤ Accounting/ bookkeeping machine repairman
⑥ Dictating machine repairman
⑦ Duplicating and copying machine repairman
⑧ Postage and mailing machine repai[illegible]n

FOOD SERVICE TRAINING COURSES AND OCCUPATIONS


③ Cafeteria cook
② Restaurant cook
① Snack stand cook
SHORT-ORDER COOK
ORIENTATION
GENERAL UTILITY
EVALUATION
KITCHEN MAN
EVA
COUNTER-SERVICE WORKER
2nd COOK
① Cafeteria breakfast cook
② Restaurant roast cook
③ Restaurant night cook


④ Industrial food services manager
③ Coffee shop manager
② Restaurant manager
① Snack stand manager
ASSISTANT MANAGER
STEWARD
① Food and beverage controller
② Cost controller
EVALUATION
1st COOK
① Roundsman
② Sous chef
③ Day chef
CHEF
ADVANCED SHORT-ORDER COOK
① Grill – broiler man
ADVANCED 2nd COOK
① Chef's assistant
② Saucier
③ Garde manger

AN OVERVIEW OF THE LIFE SKILLS CURRICULUM DESIGN

The curriculum requires each trainee to confront each of these areas of LIFE RESPONSIBILITY	BY	helping him to derive and apply knowledge from each of these DOMAINS OF KNOWLEDGE	THROUGH	a variety of EDUCA ACTIVITIES
1. Developing and maintaining the self, psychologically and physically. 2. Preparing for a career. 3. Using leisure time productively. 4. Managing home and family responsibilities. 5. Participating effectively in the community.		Communications and computational skills Speech Reading Writing Math The Growing Self Psychology of development Personality Biology Health Grooming and personal appearance Careers Marriage and family Personal economics The Changing Society Geography Politics Economics Law Anthropology Sociology Sociology of institutions Heritage Mass communications The arts		Discussing the sub Analyzing what has said Reading graded mate about topics Viewing films and v presentations Broadening experien gaining information conducting surve role playing taking field tri interviewing (em experts, etc.) Writing reports Presenting reports group, staff, city Making visual displa

a variety of EDUCATIONAL ACTIVITIES	FOLLOWED UP BY	weekly sessions of individual and group COUNSELING	WITH THE RESULT THAT	he will be be equipped to d life responsi by having
Discussing the subject Analyzing what has been said Reading graded materials about topics Viewing films and visual presentations Broadening experience and gaining information by: conducting surveys role playing taking field trips interviewing (employers, experts, etc.) Writing reports Presenting reports to the group, staff, city officials Making visual displays		to give the trainee support to trouble-shoot problems as they arise to feed back information to the trainee on how well he is doing to help the trainee set weekly goals for himself		greater aware responsibilit choices open more informat new methods f out usable in more knowledg his own stren weaknesses an resources ava within and wi himself more skill in self enhancin broader exper new roles, re ships and com institutions a better stra identifying a with problems a more positi of himself as participant i future

WITH THE RESULT THAT	he will be better equipped to deal with life responsibilities by having	AND	perform better as a
	greater awareness of his responsibilities and the choices open to him more information and new methods for finding out usable information more knowledge about his own strengths and weaknesses and the resources available within and without himself more skill in making self enhancing decisions broader experience with new roles, relationships and community institutions a better strategy for identifying and coping with problems a more positive image of himself as an active participant in his own future		worker student son-husband-father citizen

CURRICULUM DEVELOPMENT PLAN FOR LIFE SKILLS

	DATE CONTRACT SIGNED	TOOLING-UP
Proposal	First Month	Second Month
Broad statement of curriculum goals, giving general design, outline, and method of implementation.	Hire Director of Life Skills Education and Life Skills Specialists. Begin detailing curriculum design for three model ability tracks. Begin collection and evaluation of relevant curriculum materials used in public schools and other anti-poverty projects and those just recently published. Plan in detail the Life Skills Educator staff training program.	Hire Life Skills Educators. Begin orientation training for them. Continue detailing curriculum design and begin writing unit and daily lesson plans, utilizing best available written materials and visual aids. Continue search for relevant available curriculum materials. Identify curriculum units for which no adequate materials now exist. Begin development of specialized materials for disadvantaged adolescents utilizing programmed instructional techniques, lesson books, visual aids, or whatever is appropriate.

TRAINING

Third Month

Complete hiring and orientation of first-stage Life Skills staff.

Continue lesson plan development.

Continue search for relevant available curriculum materials.

Continue development of specialized materials.

Prepare to receive first group of trainees.

Fourth Month

Begin hiring second-stage Life Skills staff.

Begin orientation and training of first 100 trainees (Group I).

Test first month's lesson plans on Group I.

Continue lesson plan development.

Continue materials search.

Continue development of specialized materials.

Fifth Month

Continue to hire Life Skills Educators as planned.

Begin orientation and training of second group of trainees (Group II).

Test second month's lesson plans on trainee Group I. Revise first month's lesson plans on trainee Group II.

Continue materials search.

Continue lesson plan development.

Continue development of specialized materials.

Fifth Month

Continue to hire Life Skills Educators as planned.

Begin orientation and training of second group of trainees (Group II).

Test second month's lesson plans on trainee Group I. Revise first month's lesson plans on trainee Group II.

Continue materials search.

Continue lesson plan development.

Continue development of specialized materials.

Sixth Month

Continue staff development until staff hired, oriented, and assigned.

Continue lesson plan writing until tested out on several groups.

Devise procedures for continual revision of lesson plans by Life Skills Educators.

Continue development of specialized materials and begin new development as need arises.

A SAMPLE CURRICULUM UNIT PLAN

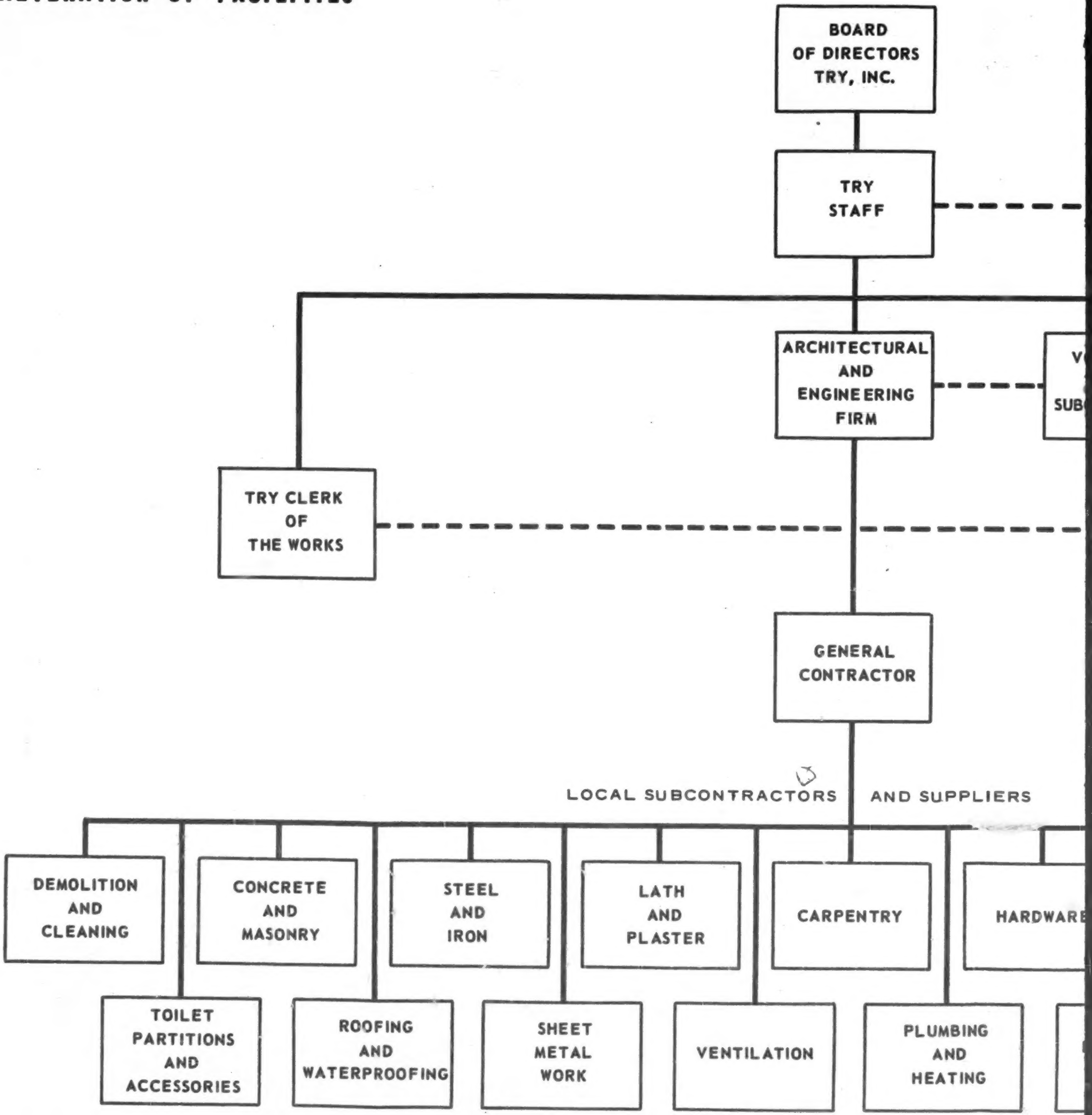
THE POLICEMAN AND ME

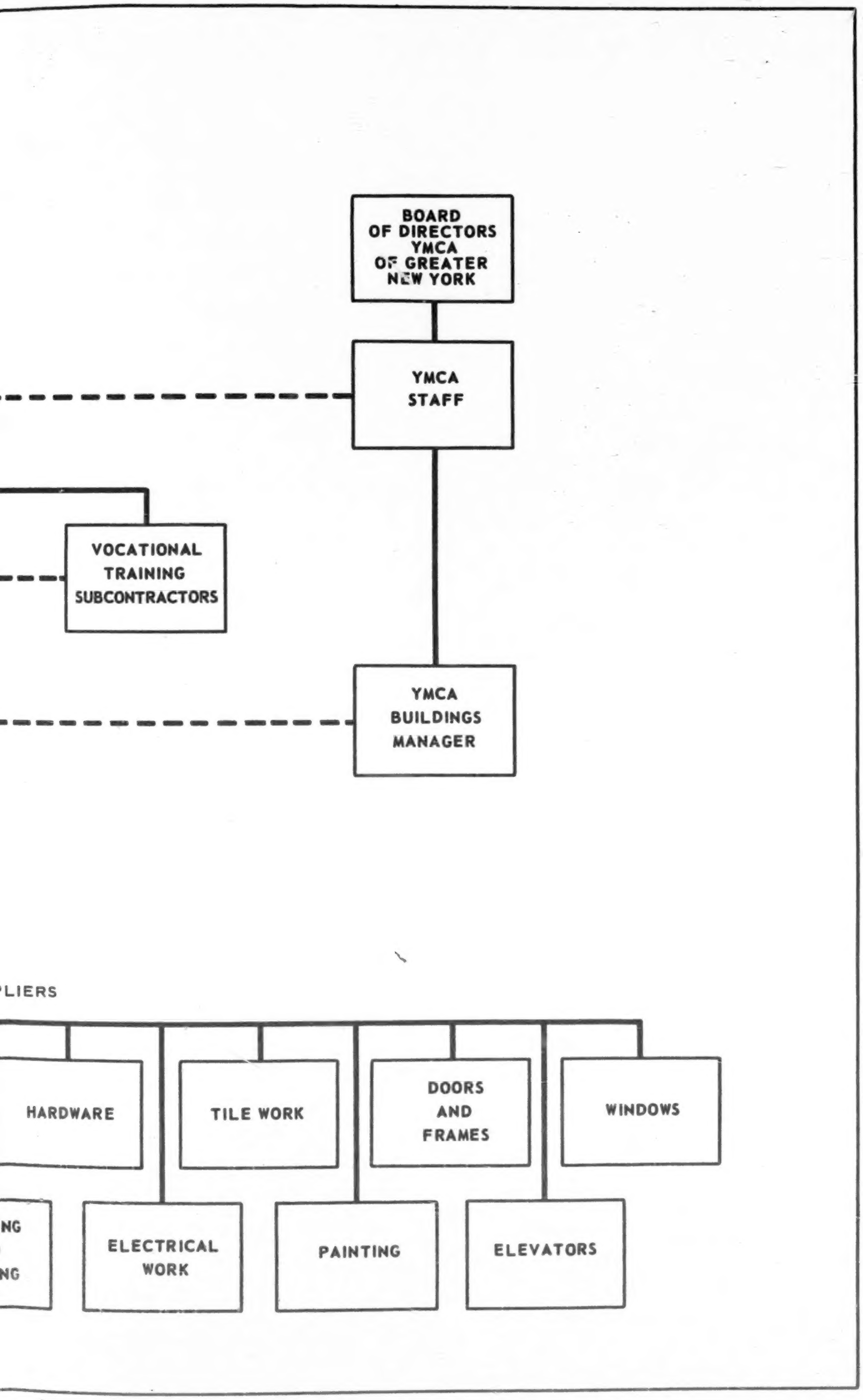
	Monday	Tuesday
9:00	Small Groups Have you ever had any experiences with policemen? Tell us about them. (Discussion or essays) Do policemen do a good job? (Discussion or essays) (One question will be answered as an essay)	Whole Group Divide the report questions among the group - so that all know their own and others tasks. Small Groups Research 1. Basic statistics re: the Police Department. 2. Policemen in a democratic society. 3. Police in other countries of the world. 4. Crime detection - special squads. 5. Youth services. 6. Emergency and safety services. 7. Requirements for a job with the police. Is it a good job? Career opportunities. 8. Apprehension, arrest, arraignment, and trial. Police procedures. 9. Rights of citizens apprehended for crimes.
10:00	Small Groups Using the assertions and statements about police as well as a prepared list 1. Which are clearly true? 2. Which are true only if qualified by "most," "many," "some," "a few"? Qualify them. 3. Which are false? 4. Which do we need more information for?	↓
11:00	Small Groups What questions do we have about the police? (Prepare a list) Read pamphlets for answers to these questions and for improved background for the weeks' activities. Save new items involving the police for Thursday.	↓

Wednesday	Thursday	
Whole Group Reports of small group research findings. (Questions and statements follow each report) Do we have unanswered questions? Volunteers for further research - reports on Thursday. 9:40 Planning for trip to Police Academy. 1. Why are we going? Notebooks. 2. Dress and decorum. 3. Schedule.	Small Groups What was learned from our visit? Prepare reports for whole group. 9:30 Large Group Pooling of what was learned. Reports by each group (avoiding repetition) Answers to Tuesday's unanswered questions.	Small G Have we (Persona Review and sta the res How can (Discus
Whole Group Visit to Police Academy/Museum 235 East 70 Street and/or The 79th Precinct in Brooklyn. ↓	Whole Group Short talk by police officer based on Monday's list of assertions and statements. Questions and comments. ↓	Whole G Present police Comment guests. America
↓	Small Groups Discussion of police officer's talk. Police in the news 1. Facts first. 2. Opinions about the item. 3. Discussion of news items.	Whole G Socio-d you do? Small G Role pl policem Critiqu others and tal

	Friday	
? Prepare Reports by on) ed questions.	Small Groups Have we changed any of our ideas? (Personal statements, essays) Review of Monday's list of assertions and statements. Tally results. Evaluate the results. How can police service be improved? (Discussion, essays, or letters)	9:00
sed on state-	Whole Group Presentation of proposals for improved police service and citizen cooperation. Comments on student's proposals by guests. (Police Department, NAACP, American Bar Association)	10:00
talk.	Whole Group Socio-dramatic presentation. What would you do? A.C.L.U. speaker - 20 minutes. Small Groups Role play situations - between youth and policeman. (Situations prepared by staff) Critique of behaviors - prepare advice for others (to be duplicated and distributed) and talks presented to community groups.	11:00

TEMPORARY ORGANIZATION FOR ALTERATION OF FACILITIES


BOARD OF DIRECTORS TRY, INC.
TRY STAFF
ARCHITECTURAL AND ENGINEERING FIRM
V
SUB
TRY CLERK OF THE WORKS
GENERAL CONTRACTOR
LOCAL SUBCONTRACTORS AND SUPPLIERS
DEMOLITION AND CLEANING
CONCRETE AND MASONRY
STEEL AND IRON
LATH AND PLASTER
CARPENTRY
HARDWAR
TOILET PARTITIONS AND ACCESSORIES
ROOFING AND WATERPROOFING
SHEET METAL WORK
VENTILATION
PLUMBING AND HEATING


BOARD OF DIRECTORS YMCA OF GREATER NEW YORK
YMCA STAFF
VOCATIONAL TRAINING SUBCONTRACTORS
YMCA BUILDINGS MANAGER
LIERS
HARDWARE
TILE WORK
DOORS AND FRAMES
WINDOWS
NG
NG
ELECTRICAL WORK
PAINTING
ELEVATORS

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BIBLIOGRAPHY

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TRAINING RESOURCES FOR YOUTH, INC.
Initiated by
THE YMCA OF GREATER NEW YORK

QUESTION AND ANSWER FACT SHEET

Q. WHAT IS TRY?

A. Training Resources for Youth (TRY) is a major comprehensive residential training program designed to provide a new learning environment for 500 to 1,000 out-of-school, out-of-work young men, ages 17-21, each year in the Bedford-Stuyvesant community of Brooklyn. The 200 page proposal was submitted to governmental officials in August 1965. Copies of a 25 page summary are available upon request.

Q. WHERE WILL TRY BE LOCATED?

A. Training will be provided at the Bedford Y Trade School and additional training facilities to be developed.
Housing for up to 200 of the 1,000 enrollees will be provided in the dormitories of the Bedford Branch YMCA (1121 Bedford Avenue) and the Brooklyn Central Branch YMCA (55 Hanson Place) and in brownstones renovated for that purpose. Some will live at home, particularly where the family structure is found to be stable and supportive of the effort the young man is making in the TRY program.

Q. HOW WILL TRY WORK?

A. TRY will carefully recruit and screen 500 - 1,000 disadvantaged youth annually, involving them in a purposefully designed program which will take them from their present situation through a carefully integrated, step by step process of training, planned experiences, counseling and evaluation to employment, involvement in the community and a satisfying social life in the community. A young man may be in the full time - seven days a week - program from 9 to 18 months depending upon his needs.

Q. HOW WILL TRY BE STAFFED?

A. The personnel of the TRY Project will be composed of more than 200 professional, sub-professional and non-professional workers, who are technically trained to do a specific job and who will be employed from among qualified residents of the local community wherever possible.

Q. HOW WAS TRY DEVELOPED?

A. TRY has evolved from three years of experience in a demonstration project known as "Youth and Work", centered at the Bedford YMCA under the sponsorship of the Vocational Service Center YMCA. This program, which is now continuing, has been dealing with youth in similar circumstances in an effort to discover new skills, methods and tools for affecting behavior, attitudes and motivation. Elements of the TRY proposal have been developed from the learnings of this experience, from other similar programs throughout the city and across the nation as well as from scores of technical consultants retained from a variety of fields related to the TRY program.

The YMCA of Greater New York has invested over $50,000. to initiate the development of this proposal and the New York City Anti Poverty Council has provided an additional $104,000. to complete the process.

Q. HOW WILL TRY BE ADMINISTERED?
A. TRY has been incorporated under the Laws of New York State as a non-profit corporation with the responsibility for its administration, vested in a 42 member Board of Directors, $\frac{1}{4}$ of whom have been selected from resident leaders of the community, $\frac{1}{4}$ from the leaders of YMCA community Branches involved, $\frac{1}{4}$ from the "disadvantaged" of the Bedford-Stuyvesant community, and $\frac{1}{4}$ from selected leaders of the Greater New York community. Sub-committees of the Board will include a Community Advisory Committee of 35 members, an Educational Committee, and Industrial Committee, a Labor Committee, etc.

Q. HOW DOES TRY DIFFER SIGNIFICANTLY FROM OTHER ANTI POVERTY YOUTH PROGRAMS IN THE BEDFORD-STUYVESANT COMMUNITY? (JOIN, YOUTH IN WORK, NEIGHBORHOOD YOUTH CORPS, JOB CORPS, ETC.)
A. TRY is the only Program that will provide services in depth for individual youths by developing an entirely new environment within the Bedford-Stuyvesant community. It will provide a complete "bridge" by taking youths from where they are to the point where they can become a productive, well adjusted member of their community.

Q. DOES TRY DUPLICATE OR CONFLICT WITH EXISTING ANTI POVERTY PROGRAMS?
A. No! There is no Program now in existance or contemplated, at the present time, in the Bedford-Stuyvesant community, that will provide similar services. It is proposed that funds for financing the project will be allocated directly from the Washington offices of the Office of Economic Opportunity, the Department of Health, Education and Welfare and the Department of Labor. This project will not compete with anti poverty funds requested by other projects now being developed in the Bedford-Stuyvesant community. The TRY proposal was developed cooperatively with Youth in Action and has the endorsement of all major community organizations.

Q. WHY DOES TRY LIMIT ITS PARTICIPATION TO YOUNG MEN?
A. Officials of the Office of Economic Opportunity strongly recommended from the very outset that services be limited to young men, since a co-ed program might encounter insurmountable opposition in Washington. It was anticipated by these officials that the YWCA and other similar organizations would assume the responsibility of developing a project for girls.

Q. WHAT DIRECT BENEFITS WILL THE COMMUNITY DERIVE FROM THE TRY PROJECT?
A.
- TRY will provide scores of jobs for qualified residents of the Bedford-Stuyvesant community.
- TRY should result in a direct reduction of the delinquency rate in the community.

- TRY should provide new models, new skills and new methods for dealing with difficult youth, educational and behavior problems.
- TRY will be located in the community where its presence will be highly visible and where youth, participating in the program, will have a positive influence on their youth associates and friends.

Q. WHAT IS THE TOTAL COST OF THE TRY PROPOSAL?

A. The cost for the first year, including the tooling up process, will total about eight million dollars. Subsequent annual cost for training 1,000 youth over a 9 to 18 months period, will cost approximately six million dollars. The per capita cost per youth will average about $8,000.

Q. IS THE PER CAPITA COST REASONABLE?

A. In order to create an entirely new environment which will have an effective, positive impact upon behavior, attitudes and motivation, the project will be assuming basic cost of housing, food, medical care, education, supervision, etc. No program yet devised, has been able to demonstrate convincing effectiveness in reducing substantially the delinquency rate in areas like Bedford-Stuyvesant. This heavy single investment in the TRY enrollee needs to be compared to the nearly $100,000. per individual that would be required to maintain any one of the TRY enrollees who in adult life may have to be incarcerated or otherwise maintained along with members of his immediate family for an average period of 15 years or more.

Q. WHAT ROLE CAN COMMUNITY ORGANIZATIONS OR INDIVIDUALS PLAY IN ASSURING THE APPROVAL OF THE TRY REQUEST?

A. Interested groups and individuals could be helpful by indicating their support of the program and urging its approval beginning about November 15, 1965 thru letters and telegrams to Senators Javits and Kennedy; Congressmen Celler, Keough and Powell; Dr. Logan, Chairman Anti Poverty Council; Paul Screvane, Chairman Anti Poverty Board; Governor Nelson A. Rockefeller, and others.

Q. WHERE CAN ADDITIONAL INFORMATION BE SECURED REGARDING THE TRY PROGRAM?

A. At any of the following offices:

- TRY office, 1121 Bedford Avenue, Brooklyn (MA 2-2636), Dr. Winthrop R. Adkins, Director
- Vocational Service Center YMCA, 11 East 36th Street, New York City (LE 2-8615), Paul H. Sharar, Executive Director
- YMCA of Greater New York, Headquarters, 422 Ninth Avenue, New York City (LA 4-8900), Russell N. Service, Program Director

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TRAINING RESOURCES FOR YOUTH, INC. (TRY)
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SERVICE, Russell N.	Program Director, YMCA of Greater New York
SHARAR, Paul H.	Executive Director, Vocational Service Center YMCA

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BEDFORD-STUYVESANT COMMUNITY ORGANIZATIONS WHOSE SUPPORT IS BEING CULTIVATED ON BEHALF OF TRY.

* Baptist Pastors & Church Union of Brooklyn and Long Island

* Bedford-Stuyvesant Neighborhood Council, Inc.

* Bedford-Stuyvesant Real Estate Board, Inc.

* Bedford YMCA Business & Professional Men's Luncheon Club

Fulton Street Merchants Association

* Interdenominational Ministers Alliance

National Association for the Advancement of Colored People (Brooklyn Branch)

National Association of Negro Business & Professional Women's Club,Inc.

Paragon Progressive Community Association, Inc.

* Urban League, Brooklyn Branch

Bedford-Stuyvesant Lawyers Association

Provident Clinical Society

Brooklyn Core

* Bedford-Stuyvesant Youth in Action

* Central Brooklyn Coordinating Council

* Organizations who have officially endorsed the TRY Program.

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